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ABSTRACT

This data handbook presents enrollment statistics for public high school graduates for selected years between 1969 and 1987. The data used to generate these statistics were taken from students' high school transcripts. Four data sets were used to generate the statistics in this time series report: the National Assessment of Educational Progress (1987); High School and Beyond (1982); the National Longitudinal Survey--Youth Cohort (1975-82); and the Educational Testing Service's Study of Academic Prediction and Growth (1969). The Secondary School Taxonomy was used to organize the data in a consistent framework. There are 155 tables in this report, organized in three series. The first series shows general enrollment trends for students with various demographic characteristics. The second series shows in greater detail the trends in academic enrollments, and the third series presents enrollment trends in the vocational education curriculum. Appendixes provide detailed discussions of the data sources and research methodology. (KC)

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COURSE ENROLLMENT PATTERNS IN PUBLIC SECONDARY SCHOOLS

1969 to 1987

April 1989

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PREFACE TO THE TIME-SERIES DATA HANDBOOK

This data handbook presents enrollment statistics for high school graduates for selected years between 1969 and 1987. The data used to generate these statistics were taken from students' high school transcripts. This volume shows enrollment statistics for students at public high schools for selected years between 1969 and 1987. A companion volume presents enrollment statistics for students at public and private high schools for selected years between 1975 and 1987.[1]

Four data sets were used to generate the statistics in this time series report: the National Assessment of Educational Progress (1987), High School and Beyond (1982), the National Longitudinal Survey—Youth Cohort (1975-1982), and the ETS Study of Academic Prediction and Growth (1969).[2] These data sets were selected because they included complete high school transcripts. The advantages of high school transcript information over other types of enrollment measures are analyzed in Appendix I. The data sets used in this report, as well as other sources of national data on high school course enrollments, are described in detail in Appendix II.

Only high school graduates are represented in these tables. Dropouts and other students for whom we did not have complete high school transcripts were excluded from the sample of students used to generate these enrollment statistics. This was done to ensure that the samples of students were consistent across data sets. The specific rules for restricting the samples to high school graduates are described for each data set in Appendix III. Appendix III also discusses the accuracy of the estimates in these tables.

The Secondary School Taxonomy was used to organize the transcript data from each data set into a consistent framework.[3] Appendix IV describes the Secondary School Taxonomy and the procedures used to arrange courses from each of the four data sets into this framework, as well as several discrepancies that remained between data sets due to differences in the way courses were originally aggregated in the different data sets.

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[1] The ETS data set contains information about public high school students only. Hence, the data for students from all types of high schools—public, private, and Catholic—could only go as far back as 1975.

[2] The year in which the sampled students graduated is shown in parentheses.

[3] The Secondary School Taxonomy was developed by Robert Meyer and MPR Associates so that transcript data could be organized into a consistent framework. The taxonomy arranges courses by course content and, where possible, by the level of difficulty. Appendix IV of this report briefly describes the Secondary School Taxonomy and the procedures we used for arranging courses into this structure. For more information about the taxonomy and for a complete listing of the courses in each data set, see Antoinette Gifford, E. Gareth Hoachlander, and John E. Tuma, *The Secondary School Taxonomy Final Report*, a draft report prepared for the National Assessment of Vocational Education, Office of Planning, Budgeting, and Evaluation, U.S. Department of Education, November 1988.

There are three series of tables in this report. The first series shows general enrollment trends for students with various demographic characteristics. The second series shows in greater detail the trends in academic enrollments, and the third series presents enrollment trends in the vocational education curriculum.

Participation in the different curricular areas is primarily measured in two ways: the average number of credits earned and the percentage of students who earned credits within a particular curricular area. The percentages were calculated as the fraction of the total number of students who met the row classification criteria (e.g. male, Hispanic) and participated in the curricular area identified by the column label. Unless otherwise specified, credits earned reflect the average number credits earned in the curricular area specified by the column label over all students in the population specified by the row classification criteria.[4] Therefore, the averages reflect both measures of participation: the percentage of students taking courses in a curricular area, and the intensity of the course-taking behavior of those who participated. For example, the High School and Beyond data show that students earned an average of 1.1 credits in foreign languages, and that 53 percent of all students participated in the foreign language curriculum while in high school. This means that, on average, students who took foreign languages completed slightly more than 2 credits in this area (1.1 credits ÷ 0.53 = 2.1). When using these data, the researcher is cautioned against drawing conclusions without examining both the average number of credits earned and the level of participation in the specified curricular area. In general, we have found that the intensity of participation (credits completed) has been relatively constant over time in most subjects when the level of participation (percentage of students completing courses) is considered.

A third measure, representation, was used to describe the proportion of credits earned in vocational education by different groups of students (Series C). The representation figure is calculated in two steps; first, the average number of credits earned by a particular group is divided by the average number of credits earned by all graduates. The resulting ratio indicates whether a particular subgroup enrolled in that part of the curriculum at the same rate as the population overall. If the ratio is greater than 1, then the subgroup enrolled at rates greater than those for graduates as a whole. Similarly, if the ratio is less than 1, then the subgroup enrolled at rates lower than the population overall. For example, the ETS data reveal that female graduates earned on average about .9 credits in consumer and homemaking economics (CHE), compared to about .5 credits for all graduates. The credit ratio for females would be 1.8 (.9 ÷ .5 = 1.8) indicating that females were more likely to enroll in CHE than the population overall.

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[4] There are several tables in which the average number of credits reflects the number of credits earned by only those students who participated in the particular curricular area.

The second calculation multiplies this ratio of credits by the fraction of high school graduates in the specified subgroup. This calculation shows the percentage of credits completed by the specified subgroup in the particular subject area. By comparing the share of the population in a group with their representation in a subject, one can ascertain whether the group is under- or overrepresented in that part of the curriculum. To continue the earlier example, if females comprised about 52 percent of all high school graduates in 1969, we can estimate that they earned about 94 percent of all CHE credits [1.8 x .52 = 94 percent].

The enrollment statistics (columns) were calculated from transcript information, as were two of the student characteristics (row classification) variables. The row classification variables constructed from transcript information were high school grade point average (HS GPA) and grade level (the year in which the course was taken). The construction of these variables is described in Appendix III.

Most of the row classifications were taken directly from the data sets as categorical variables. However, the classification categories for similar variables were not the same in each data set. For example, both High School and Beyond and the National Assessment of Educational Progress categorize race/ethnicity as Asian, black, Hispanic, native American, or white; the Educational Testing Service data categorize race/ethnicity as Asian, black, Hispanic, or white; and the National Longitudinal Survey—Youth Cohort data categorize this characteristic as black, Hispanic, or non-black/non-Hispanic. Differences in the way students were categorized makes comparisons over time difficult, but careful analysis should enable users of these data to draw accurate inferences about high school course-taking over time. Furthermore, in cases where the variable categorization schemes could not be reconciled in the different data sets, the categories in one data set were established to most closely approximate the categories in the other data sets. Different categorization schemes within similar variables use different labels, so data users will be able to tell when the categories are not the same.

All of the variables of interest were not available in each data set. Father's and Mother's Education were not available in the NAEP (1987) transcript data, but this variable was of interest and was therefore shown for the other data sets. Similarly, (students') Plans Next Year was not available in either the ETS (1969) or NAEP transcript files, so it was shown only for the middle years, 1975-82.

Finally, all of the data sets, with the exception of ETS, were weighted samples; the weights provided with the data set were designed to produce estimates of the national population of high school graduates. However, because the weighting procedures are themselves based on estimated data, our weighted populations differed slightly from other published numbers of total high school graduates in the specified years. In order to maintain consistency with other published information and consistency between years, we adopted estimates of the national population of high school graduates from the *Digest of Education Statistics*, and assumed that our weighted population estimates were correct in the proportional representation of students by various student characteristics.[5] We would have had to make this same assumption had we used the weighted population estimates of high school graduates derived from the data sets.

The use of population estimates from the *Digest of Education Statistics* solved several problems. In the case of NLS-Youth, our estimates were averages for the aggregations of the years represented, and the use of the *Digest* population estimates corrected for problems introduced by averaging across years. Second, since ETS did not contain any student weights, we had to rely on an alternative source for our estimate of the population of 1969 high school graduates in any case. Finally, the NAEP data were calculated based on a sample of students that included both 11th graders and 17 year-olds, and some of this latter group were not in the 11th grade at the time of the surveys. The inclusion of 17 year-olds in the sample did not affect the estimates of average credits taken or the rates of participation, but they did result in an inflated population estimate for 1987. Since one of the questions addressed by this report is the growth or decline of total vocational enrollments nationwide (i.e. the total number of credits completed in vocational education by all students), consistent population estimates were very important. By using the *Digest* population figures, we can be confident that the apparent growth or decline in total enrollments is not the result of different weighting strategies, but is a function of growth and decline of the high school population and of the average number of credits completed by students in the different cohorts.

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[5] *Digest of Education Statistics, 1988*, (Washington, D.C.: National Center for Education Statistics, U.S. Department of Education), Table 77.

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SERIES A: GENERAL COURSEWORK PATTERNS 1969 to 1987

Table 1-1– Average Number of Credits Earned and Percentage of High School Graduates Enrolled in Different Curriculum Areas, 1969 to 1987[1]

	HS Grad Pop 000's	Total HS Credits	Total Acad Credits	Total Voc Ed Credits	Total Voc Ed Percent	Pers Use Credits	Pers Use Percent	Sp Educ Credits	Sp Educ Percent
1969	2,522	20.47	14.89	3.67	91.94	1.90	97.53	0.00	0.31
1975-1978	2,831	20.77	13.96	4.50	96.73	2.30	97.25	0.00	0.09
1979-1982	2,749	21.19	13.90	4.89	97.70	2.40	98.73	0.00	0.13
1982†	2,705	21.47	14.17	4.64	97.77	2.63	98.65	0.02	1.48
1987	2,428	22.77	15.64	4.44	97.80	2.69	98.48	NA	NA

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[1] While not statistically significant, there is some difference in the average number of vocational credits for the Class of 1982 using HS&B and NLS-Youth. This variation is largely due to differences in the way that courses were aggregated in the two data sets. In Series C, which explores vocational education participation in greater detail, the total credits in vocational education appear with and without including credits taken in career exploration. See the Technical Appendix for a more detailed explanation.

† From the High School and Beyond 1980 Sophomores.

Table 1-2-- Average Number of Credits Earned and Percentage of High School Graduates Enrolled in Different Curriculum Areas by Sex, 1969 to 1987

	Share of HS Grad Pop	Total HS Credits	Total Acad Credits	Total Voc Ed Credits	Total Voc Ed Percent	Pers Use Credits	Pers Use Percent	Sp Educ Credits	Sp Educ Percent
1969									
Male	48.16	20.21	14.94	3.37	90.76	1.89	97.58	0.00	0.34
Female	51.84	20.68	14.89	3.92	92.91	1.87	97.55	0.00	0.10
1975-1978									
Male	46.62	20.61	13.89	4.34	96.44	2.38	97.00	0.00	0.04
Female	53.38	20.90	14.02	4.64	96.98	2.24	97.46	0.00	0.13
1979-1982									
Male	49.26	21.10	13.84	4.77	97.23	2.49	98.64	0.00	0.06
Female	50.74	21.27	13.95	5.00	98.15	2.32	98.82	0.00	0.19
1982†									
Male	48.24	21.32	13.91	4.63	97.56	2.75	98.87	0.03	1.54
Female	51.76	21.62	14.41	4.66	97.97	2.53	98.44	0.02	1.42
1987									
Male	48.41	22.64	15.28	4.52	97.95	2.84	99.04	NA	NA
Female	51.59	22.89	15.98	4.36	97.66	2.55	97.95	NA	NA

Table 1-3-- Average Number of Credits Earned and Percentage of High School Graduates Enrolled in Different Curriculum Areas by Race/Ethnicity, 1969 to 1987

	Share of HS Grad Pop	Total HS Credits	Total Acad Credits	Total Voc Ed Credits	Total Voc Ed Percent	Pers Use Credits	Pers Use Percent	Sp Educ Credits	Sp Educ Percent
1969									
Asian	2.81	22.87	15.61	3.77	98.11	3.48	99.37	0.01	1.89
Black	18.62	20.73	13.53	4.76	97.63	2.44	99.62	0.00	0.30
Hispanic	1.38	21.77	13.44	5.10	100.00	3.22	100.00	0.02	1.17
White	76.59	20.30	15.22	3.38	90.17	1.69	96.95	0.00	0.24
Other/Unknown	0.59	20.25	14.20	3.96	97.15	2.09	94.30	0.00	0.00
1975-1978									
Black	10.68	20.28	13.21	4.66	97.99	2.41	97.58	0.00	0.00
Hispanic	4.07	21.31	13.59	4.69	97.57	3.03	96.90	0.00	0.00
Non-Blk/Hisp	85.25	20.80	14.08	4.47	96.53	2.25	97.22	0.00	0.11
1979-1982									
Black	13.57	20.59	13.34	4.78	97.87	2.47	97.71	0.01	0.23
Hispanic	4.83	21.36	13.49	4.87	99.09	3.00	98.43	0.00	0.00
Non-Blk/Hisp	81.60	21.28	14.01	4.91	97.59	2.36	98.92	0.00	0.12
1982†									
Asian	1.50	22.13	15.89	3.14	96.07	3.06	98.73	0.03	1.68
Black	11.30	21.24	13.72	4.83	99.29	2.65	98.13	0.04	1.45
Hispanic	11.89	21.17	12.94	5.27	98.83	2.89	98.67	0.08	3.06
Nat Am	1.15	21.42	13.35	5.11	99.39	2.93	99.87	0.04	2.91
White	74.17	21.55	14.42	4.54	97.35	2.57	98.74	0.01	1.23
1987									
Asian	3.08	23.82	17.73	2.92	93.84	3.16	98.39	NA	NA
Black	14.11	22.14	14.96	4.47	98.69	2.71	98.22	NA	NA
Hispanic	7.37	22.53	15.06	4.29	97.97	3.18	98.74	NA	NA
Nat. Am.	0.88	23.15	15.33	4.70	98.43	3.13	98.92	NA	NA
White	74.57	22.91	15.74	4.52	97.82	2.64	98.39	NA	NA

Table 1-4-- Average Number of Credits Earned and Percentage of High School Graduates Enrolled in Different Curriculum Areas by Sex and Race, 1969 to 1987

	Share of HS Grad Pop	Total HS Credits	Total Acad Credits	Total Voc Ed Credits	Total Voc Ed Percent	Pers Use Credits	Pers Use Percent	Sp Educ Credits	Sp Educ Percent
1969									
Males									
Asian	1.35	23.20	16.15	3.27	97.38	3.76	100.00	0.02	3.94
Black	8.26	20.32	13.73	4.16	97.20	2.43	99.57	0.00	0.00
Hispanic	0.87	21.56	13.63	4.62	100.00	3.30	100.00	0.00	0.00
Non-Blk/Hisp	37.98	20.04	15.19	3.18	88.85	1.67	96.99	0.00	0.30
Female									
Asian	1.15	22.74	15.27	4.20	100.00	3.27	100.00	0.00	0.00
Black	9.77	21.07	13.46	5.20	97.81	2.40	99.64	0.00	0.36
Hispanic	0.52	22.14	12.86	6.20	100.00	3.08	100.00	0.00	0.00
Non-Blk/Hisp	40.09	20.51	15.26	3.57	91.38	1.68	96.93	0.00	0.04
1975-1978									
Male									
Black	4.49	20.27	13.40	4.14	97.59	2.73	98.60	0.00	0.00
Hispanic	1.69	21.34	13.70	4.67	94.14	2.97	97.41	0.00	0.00
Non-Blk/Hisp	40.46	20.62	13.96	4.35	96.41	2.31	96.81	0.00	0.05
Female									
Black	6.18	20.29	13.07	5.04	98.28	2.17	96.83	0.00	0.00
Hispanic	2.38	21.29	13.51	4.71	100.00	3.07	96.54	0.00	0.00
Non-Blk/Hisp	44.80	20.97	14.18	4.58	96.64	2.20	97.60	0.00	0.16

Table 1-4– Average Number of Credits Earned and Percentage of High School Graduates Enrolled in Different Curriculum Areas by Sex and Race, 1969 to 1987 (continued)

	Share of HS Grad Pop	Total HS Credits	Total Acad Credits	Total Voc Ed Credits	Total Voc Ed Percent	Pers Use Credits	Pers Use Percent	Sp Educ Credits	Sp Educ Percent
1979-1982									
Male									
Black	6.34	20.62	13.36	4.60	97.20	2.64	98.43	0.02	0.50
Hispanic	2.36	21.35	13.60	4.53	98.13	3.22	98.81	0.00	0.00
Non-Blk/Hisp	40.57	21.16	13.93	4.81	97.19	2.42	98.66	0.00	0.00
Female									
Black	7.23	20.56	13.32	4.93	98.47	2.31	97.07	0.00	0.00
Hispanic	2.47	21.36	13.38	5.18	100.00	2.80	98.06	0.00	0.00
Non-Blk/Hisp	41.03	21.39	14.10	5.00	97.98	2.29	99.18	0.00	0.24
1982[†]									
Male									
Asian	0.83	21.92	15.46	3.28	96.59	3.14	98.68	0.05	2.44
Black	4.94	21.13	13.60	4.59	99.06	2.91	98.36	0.03	1.67
Hispanic	6.48	20.99	12.77	5.14	98.27	2.99	98.66	0.10	2.55
Nat Am	0.75	21.46	13.31	5.10	99.04	3.00	100.00	0.04	2.54
White	35.27	21.39	14.15	4.55	97.18	2.67	99.07	0.02	1.32
Female									
Asian	0.67	22.38	16.42	2.97	95.44	2.97	98.80	0.02	0.75
Black	6.32	21.32	13.81	5.02	99.46	2.45	97.95	0.04	1.27
Hispanic	5.36	21.39	13.14	5.43	99.50	2.77	98.69	0.05	3.67
Nat Am	5.41	21.39	13.14	5.43	99.50	2.77	98.69	0.05	3.67
White	38.90	21.36	13.42	5.11	100.00	2.80	99.65	0.02	3.55

Table 1-4– Average Number of Credits Earned and Percentage of High School Graduates Enrolled in Different Curriculum Areas by Sex and Race/Ethnicity, 1969 to 1987 (continued)

	Share of HS Grad Pop	Total HS Credits	Total Acad Credits	Total Voc Ed Credits	Total Voc Ed Percent	Pers Use Credits	Pers Use Percent	Sp Educ Credits	Sp Educ Percent
1987									
Male									
Asian	1.39	23.84	17.80	2.75	96.95	3.24	99.27	NA	NA
Black	6.55	22.03	14.88	4.19	98.51	2.95	99.30	NA	NA
Hispanic	3.63	22.37	14.86	4.22	97.85	3.31	98.79	NA	NA
Nat Am	0.44	22.93	15.02	4.81	97.29	3.10	98.55	NA	NA
White	36.25	22.79	15.31	4.70	97.88	2.79	99.01	NA	NA
Female									
Asian	1.72	23.81	17.68	3.06	91.32	3.10	98.64	NA	NA
Black	7.58	22.24	15.03	4.71	98.85	2.49	97.28	NA	NA
Hispanic	3.73	22.68	15.26	4.36	98.08	3.06	98.69	NA	NA
Nat Am	0.48	23.36	15.61	4.60	99.47	3.15	99.27	NA	NA
White	38.23	23.01	16.15	4.36	97.77	2.50	97.80	NA	NA

Table 1-5– Average Number of Credits Earned and Percentage of High School Graduates Enrolled in Different Curriculum Areas by Father's Education,1969 to 1982

	Share of HS Grad Pop	Total HS Credits	Total Acad Credits	Total Voc Ed Credits	Total Voc Ed Percent	Pers Use Credits	Pers Use Percent	Sp Educ Credits	Sp Educ Percent
1969									
LT HS	26.70	20.00	13.82	4.54	95.69	1.64	98.46	0.00	0.24
HS Only	42.09	20.27	14.80	3.76	94.01	1.71	97.76	0.00	0.31
Some College	18.55	20.79	15.94	2.78	87.71	2.07	96.31	0.00	0.11
4 Yrs College	10.05	20.87	16.79	2.03	81.20	2.05	96.48	0.00	0.00
Adv Degree	2.61	20.68	16.22	2.57	85.68	1.88	94.48	0.00	0.00
1975-1978									
LT HS	27.59	20.31	12.68	5.46	98.50	2.17	96.67	0.00	0.00
HS Only	37.80	20.72	13.37	5.03	99.46	2.33	97.21	0.00	0.20
Some College	11.56	20.90	14.74	3.85	94.98	2.31	97.61	0.00	0.00
4 Yrs College	13.04	21.27	15.90	2.99	93.28	2.38	97.21	0.00	0.16
Adv Degree	10.00	21.65	16.81	2.46	88.27	2.37	97.30	0.00	0.00
1979-1982									
LT HS	26.94	21.01	12.94	5.67	98.47	2.39	98.64	0.00	0.39
HS Only	38.48	20.92	13.19	5.39	98.79	2.35	99.11	0.00	0.00
Some College	13.05	21.69	14.59	4.49	97.75	2.61	98.92	0.00	0.00
4 Yrs College	12.79	21.50	15.70	3.47	94.36	2.33	98.42	0.00	0.00
Adv Degree	8.75	22.18	16.98	2.75	93.19	2.44	98.29	0.00	0.00
1982†									
LT HS	23.22	21.30	13.24	5.49	99.37	2.53	98.63	0.03	1.99
HS Only	31.75	21.40	13.75	5.05	98.33	2.59	98.81	0.02	1.21
Some College	24.01	21.59	14.78	4.09	97.37	2.69	99.20	0.03	1.71
4 Yrs College	10.57	21.95	16.22	3.05	95.26	2.65	99.23	0.03	0.90
Adv Degree	10.46	22.00	16.52	2.90	93.13	2.56	98.08	0.01	0.82

Table 1-6-- Average Number of Credits Earned and Percentage of High School Graduates Enrolled in Different Curriculum Areas by Mother's Education, 1969 to 1982

	Share of HS Grad Pop	Total HS Credits	Total Acad Credits	Total Voc Ed Credits	Total Voc Ed Percent	Pers Use Credits	Pers Use Percent	Sp Educ Credits	Sp Educ Percent
1969									
LT HS	32.98	19.98	13.83	4.52	96.22	1.63	97.94	0.00	0.21
HS Only	32.82	20.37	14.74	3.88	93.83	1.75	97.67	0.00	0.35
Some College	18.23	20.57	15.66	2.96	89.18	1.95	96.26	0.00	0.13
4 Yrs College	13.33	20.56	16.43	2.16	84.78	1.97	97.02	0.00	0.00
Adv Degree	2.65	20.48	16.75	1.89	82.06	1.83	95.80	0.00	0.84
1975-1978									
LT HS	21.40	20.27	12.49	5.49	99.13	2.28	98.01	0.00	0.00
HS Only	52.32	20.80	13.68	4.84	98.08	2.28	96.44	0.00	0.00
Some College	14.29	20.92	15.18	3.37	94.42	2.37	97.67	0.00	0.52
4 Yrs College	9.05	21.75	16.78	2.47	87.15	2.49	99.00	0.00	0.00
Adv Degree	2.94	20.95	16.19	2.61	92.94	2.15	100.00	0.00	0.69
1979-1982									
LT HS	25.58	20.84	12.80	5.64	98.68	2.40	98.11	0.00	0.13
HS Only	50.64	21.18	13.71	5.10	98.73	2.37	99.16	0.00	0.20
Some College	11.71	21.49	14.64	4.36	95.52	2.49	98.24	0.00	0.00
4 Yrs College	9.25	21.82	16.30	2.95	94.36	2.57	99.44	0.00	0.00
Adv Degree	2.83	21.77	17.30	2.35	94.16	2.12	94.65	0.00	0.00
1982†									
LT HS	18.75	21.01	13.08	5.40	99.58	2.52	98.78	0.01	1.06
HS Only	41.78	21.53	14.02	4.89	98.30	2.60	98.75	0.03	1.51
Some College	26.16	20.70	14.95	4.06	96.72	2.68	99.06	0.02	1.32
4 Yrs College	8.32	21.92	16.21	3.09	94.65	2.57	98.74	0.05	2.31
Adv Degree	4.99	22.09	16.52	2.99	92.15	2.57	98.20	0.01	1.40

Table 1-7– Average Number of Credits Earned and Percentage of High School Graduates Enrolled in Different Curriculum Areas by High School Urbanicity, 1975 to 1987

	Share of HS Grad Pop	Total HS Credits	Total Acad Credits	Total Voc Ed Credits	Total Voc Ed Percent	Pers Use Credits	Pers Use Percent	Sp Educ Credits	Sp Educ Percent
1975-1978									
Not In SMSA	29.28	20.72	13.58	4.88	99.12	2.27	96.12	0.00	0.00
SMSA, Not CC	34.35	20.82	14.08	4.48	95.97	2.25	97.74	0.00	0.06
SMSA, DK	22.98	20.76	13.87	4.41	96.07	2.48	97.99	0.00	0.32
SMSA, In CC	13.39	20.78	14.71	3.84	94.39	2.24	97.61	0.00	0.00
1979-1982									
Not In SMSA	32.68	21.47	13.67	5.35	97.85	2.45	98.36	0.00	0.00
SMSA, Not CC	37.02	21.27	14.18	4.74	97.22	2.35	99.08	0.00	0.00
SMSA, DK	19.57	20.74	13.49	4.79	97.60	2.46	98.79	0.00	0.00
SMSA, In CC	10.73	20.86	14.11	4.32	98.92	2.42	98.49	0.02	1.20
1982†									
Rural	32.03	21.59	13.80	5.26	98.65	2.51	98.16	0.02	1.48
Suburban	48.69	21.49	14.35	4.40	97.39	2.72	99.08	0.03	1.10
Urban	19.28	21.23	14.34	4.24	97.27	2.63	98.36	0.02	2.43
1987									
Small Place	44.81	22.96	15.53	4.90	98.57	2.53	98.02	NA	NA
Med. City	13.79	22.47	15.27	4.26	98.13	2.93	99.22	NA	NA
Urban fringe	27.68	22.73	15.88	3.93	96.56	2.92	99.30	NA	NA
Big City	13.72	22.55	15.89	4.11	97.49	2.55	97.57	NA	NA

Table 1-8-- Average Number of Credits Earned and Percentage of High School Graduates Enrolled in Different Curriculum Areas by Region, 1975 to 1987

	Share of HS Grad Pop	Total HS Credits	Total Acad Credits	Total Voc Ed Credits	Total Voc Ed Percent	Pers Use Credits	Pers Use Percent	Sp Educ Credits	Sp Educ Percent
1975-1978									
N East	21.30	21.21	15.09	4.19	93.46	1.94	93.07	0.00	0.00
N Central	31.64	20.16	13.30	4.90	98.31	1.95	98.91	0.00	0.00
South	29.65	20.67	14.04	4.18	96.60	2.44	97.61	0.00	0.00
West	17.41	21.50	13.61	4.73	98.14	3.15	99.13	0.00	0.53
1979-1982									
N East	18.81	22.00	15.45	4.33	95.15	2.22	97.77	0.00	0.00
N Central	33.36	20.61	13.30	5.24	98.85	2.07	98.89	0.01	0.39
South	33.25	21.05	14.04	4.53	97.48	2.48	98.69	0.00	0.00
West	14.59	21.79	13.04	5.54	98.62	3.21	100.00	0.00	0.00
1982†									
N East	22.26	22.24	15.65	4.30	96.27	2.29	97.83	0.01	0.38
N Central	29.03	20.98	13.74	4.99	98.51	2.23	98.50	0.02	2.01
South	31.61	21.17	13.75	4.71	98.08	2.68	98.67	0.03	1.08
West	17.10	21.88	13.76	4.39	97.89	3.69	99.92	0.04	2.76
1987									
N East	19.90	23.15	17.03	4.13	98.18	2.55	97.57	NA	NA
N Central	27.94	22.54	14.99	4.95	98.55	2.92	99.30	NA	NA
South	32.10	22.48	15.36	4.50	97.44	2.93	99.22	NA	NA
West	20.07	23.17	15.60	3.92	96.97	2.53	98.22	NA	NA

Table 1-9-- Average Number of Credits Earned and Percentage of High School Graduates Enrolled in Different Curriculum Areas by PSE Plans, 1975 to 1982

	Share of HS Grad Pop	Total HS Credits	Total Acad Credits	Total Voc Ed Credits	Total Voc Ed Percent	Pers Use Credits	Pers Use Percent	Sp Educ Credits	Sp Educ Percent
1975-1978									
HS Only	29.72	20.15	11.91	6.08	99.70	2.16	96.89	0.00	0.00
Some College	23.27	20.67	13.19	5.11	98.49	2.37	97.97	0.00	0.00
4 Yrs College	29.29	21.10	15.16	3.55	95.27	2.39	97.13	0.00	0.25
GT 4 Yrs Coll	17.72	21.45	16.46	2.65	91.73	2.34	98.12	0.00	0.11
1979-1982									
HS Only	36.13	20.81	12.07	6.34	99.56	2.40	98.45	0.00	0.00
Some College	17.73	21.03	12.98	5.64	99.76	2.39	98.49	0.01	0.45
4 Yrs College	34.81	21.47	15.35	3.67	96.20	2.45	98.93	0.00	0.14
GT 4 Yrs Coll	11.33	21.85	16.74	2.81	93.58	2.30	99.35	0.00	0.00
1982†									
None	19.45	20.75	11.95	6.15	99.73	2.59	98.79	0.06	2.36
Voc/Tech	21.04	21.12	12.53	5.94	99.69	2.62	98.95	0.03	2.07
Lt 4 Yr Coll	19.01	21.45	13.95	4.73	99.15	2.76	98.90	0.01	1.02
BA/BS	22.59	21.95	15.89	3.42	96.58	2.63	98.64	0.01	0.87
Adv Deg	17.90	22.14	16.75	2.85	93.22	2.54	98.15	0.01	0.98

Table 1-10-- Average Number of Credits Earned and Percentage of High School Graduates Enrolled in Different Curriculum Areas by Sex and PSE Plans, 1975 to 1982

	Share of HS Grad Pop	Avg Total HS Credits	Total Acad Credits	Total Voc Ed Credits	Total Voc Ed Percent	Pers Use Credits	Pers Use Percent	Sp Educ Credits	Sp Educ Percent
1975-1978									
Males									
HS Only	30.43	20.18	11.89	6.01	100.00	2.28	95.81	0.00	0.00
Some Coll	20.40	20.30	12.59	5.24	98.93	2.47	98.81	0.00	0.00
4 Yrs Coll	28.77	20.78	14.89	3.45	95.74	2.44	97.19	0.00	0.00
GT 4 Yrs Coll	20.40	21.39	16.78	2.22	89.54	2.38	97.96	0.00	0.21
Females									
HS Only	29.10	20.12	11.92	6.16	99.43	2.05	97.87	0.00	0.00
Some Coll	25.78	20.92	13.60	5.01	98.19	2.31	97.40	0.00	0.00
4 Yrs Coll	29.75	21.36	15.39	3.62	94.88	2.34	97.08	0.00	0.45
GT 4 Yrs Coll	15.38	21.52	16.08	3.15	94.28	2.29	98.31	0.00	0.00
1979-1982									
Males									
HS Only	36.95	20.59	11.80	6.33	99.41	2.46	98.26	0.00	0.00
Some Coll	14.10	21.09	12.97	5.56	99.38	2.55	99.10	0.01	0.46
4 Yrs Coll	35.79	21.39	15.30	3.54	95.28	2.55	98.64	0.00	0.00
GT 4 Yrs Coll	13.16	21.88	16.67	2.86	93.93	2.35	99.10	0.00	0.00
Females									
HS Only	35.34	21.03	12.34	6.35	99.71	2.33	98.64	0.00	0.00
Some Coll	21.23	20.99	12.99	5.70	100.00	2.30	98.09	0.00	0.45
4 Yrs Coll	33.87	21.56	15.40	3.81	97.14	2.35	99.22	0.00	0.28
GT 4 Yrs Coll	9.57	21.81	16.83	2.74	93.11	2.24	99.68	0.00	0.00

Table 1-10-- Average Number of Credits Earned and Percentage of High School Graduates Enrolled in Different Curriculum Areas by Sex and PSE Plans, 1975 to 1982 (continued)

	Share of HS Grad Pop	Avg Total HS Credits	Total Acad Credits	Total Voc Ed Credits	Total Voc Ed Percent	Pers Use Credits	Pers Use Percent	Sp Educ Credits	Sp Educ Percent
1982[†]									
Males									
None	22.62	20.63	11.84	5.92	99.56	2.71	98.69	0.07	2.31
Voc/Tech	21.38	21.08	12.20	6.08	99.67	2.76	99.24	0.04	2.32
Lt 4yr Coll	16.37	21.17	13.73	4.48	99.14	2.94	99.68	0.01	0.72
BA/BS	22.20	21.74	15.55	3.41	95.79	2.77	99.05	0.01	0.81
Adv Deg	17.43	22.09	16.82	2.71	92.95	2.56	98.40	0.01	1.02
Females									
None	16.47	20.89	11.96	6.44	99.95	2.43	98.92	0.06	2.44
Voc/Tech	20.71	21.16	12.85	5.79	99.70	2.49	98.66	0.03	1.83
Lt 4yr Coll	21.48	21.65	14.10	4.91	99.17	2.63	98.35	0.01	1.23
BA/BS	23.02	22.14	16.19	3.44	97.30	2.50	98.27	0.01	0.93
Adv Deg	18.32	22.17	16.69	2.96	93.46	2.52	97.92	0.00	0.95

Table 1-11– Average Number of Credits Earned and Percentage of High School Graduates Enrolled in Different Curriculum Areas by High School Grades, 1969 to 1987

	Share of HS Grad Pop	Total HS Credits	Total Acad Credits	Total Voc Ed Credits	Total Voc Ed Percent	Pers Use Credits	Pers Use Percent	Sp Educ Credits	Sp Educ Percent
1969									
Mostly A	9.21	21.81	18.01	1.76	74.42	2.04	97.34	0.00	0.19
Mostly B	39.82	21.20	15.82	3.30	89.19	2.08	97.64	0.00	0.37
Mostly C	44.17	19.82	13.75	4.29	96.79	1.78	97.32	0.00	0.33
Below C	6.80	18.57	12.74	4.37	100.00	1.47	98.49	0.00	0.00
1975-1978									
Mostly A	24.84	21.60	15.86	3.40	93.25	2.33	96.78	0.00	0.37
Mostly B	22.88	21.12	14.31	4.44	96.41	2.36	98.85	0.00	0.00
Mostly C	50.44	20.23	12.92	5.04	98.60	2.28	97.00	0.00	0.00
Below C	1.84	19.76	12.66	5.33	96.36	1.77	90.22	0.00	0.00
1979-1982									
Mostly A	21.54	22.15	16.07	3.79	95.18	2.29	99.37	0.00	0.22
Mostly B	23.52	21.78	14.67	4.59	97.69	2.51	98.41	0.00	0.21
Mostly C	53.42	20.59	12.74	5.44	98.71	2.41	98.60	0.00	0.06
Below C	1.52	19.46	11.78	5.72	98.05	1.97	99.38	0.00	0.00
1982†									
Mostly A	15.72	22.54	16.73	3.24	94.31	2.59	98.64	0.00	0.52
Mostly B	32.89	21.95	14.81	4.40	97.53	2.72	98.65	0.02	1.51
Mostly C	45.68	21.00	13.09	5.25	98.98	2.62	98.74	0.03	1.69
Below C	5.71	19.62	12.15	5.03	99.10	2.39	97.92	0.04	2.27
1987									
Mostly A	14.32	24.39	18.80	2.77	93.03	2.75	96.40	NA	NA
Mostly B	32.25	23.51	16.61	3.90	96.89	2.86	97.29	NA	NA
Mostly C	47.36	22.09	14.37	4.78	98.73	2.81	97.94	NA	NA
Below C	6.07	20.18	12.85	4.83	99.05	2.48	98.31	NA	NA

Table 1-12-- Average Number of Credits Earned and Percentage of High School Graduates Enrolled in Different Curriculum Areas by Grade Level, 1969 to 1987[2]

	Total HS Credits	Total Acad Credits	Total Voc Ed Credits	Total Voc Ed Percent	Pers Use Credits	Pers Use Percent	Sp Educ Credits	Sp Educ Percent
1969								
Grade 9	5.50	4.39	0.57	56.51	0.54	85.50	0.00	0.15
Grade 10	5.40	4.04	0.82	61.46	0.54	89.50	0.00	0.15
Grade 11	5.40	3.68	1.17	66.70	0.55	80.04	0.00	0.03
Grade 12	4.17	2.78	1.12	72.73	0.27	56.63	0.00	0.00
1975-1978								
Grade 9	5.36	4.02	0.68	61.50	0.66	82.53	0.00	0.00
Grade 10	5.47	3.79	0.92	67.23	0.77	86.61	0.00	0.02
Grade 11	5.27	3.42	1.34	76.10	0.50	65.09	0.00	0.07
Grade 12	4.62	2.71	1.54	79.24	0.38	53.16	0.00	0.00
1979-1982								
Grade 9	5.44	4.01	0.71	64.35	0.73	85.75	0.00	0.10
Grade 10	5.54	3.73	0.99	72.94	0.82	88.64	0.00	0.03
Grade 11	5.42	3.47	1.46	78.11	0.49	63.18	0.00	0.03
Grade 12	4.78	2.69	1.72	82.39	0.36	51.60	0.00	0.03
1982†								
Grade 9	5.56	4.08	0.71	64.13	0.77	85.81	0.00	0.24
Grade 10	5.58	3.76	0.95	70.44	0.86	86.39	0.01	0.66
Grade 11	5.43	3.52	1.38	77.93	0.53	63.46	0.01	0.61
Grade 12	4.83	2.77	1.59	80.05	0.46	55.85	0.01	0.48
1987								
Grade 9	4.91	3.63	0.58	53.36	0.70	74.59	NA	NA
Grade 10	4.87	3.44	0.74	59.00	0.69	70.83	NA	NA
Grade 11	4.87	3.39	1.06	62.54	0.43	50.37	NA	NA
Grade 12	4.42	2.71	1.26	66.54	0.39	46.63	NA	NA
Grade Unk	3.70	2.47	0.80	NA	0.48	NA	NA	NA

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[2] Approximately 20 percent of all courses in the NAEP transcript file (1987) were missing the grade level variable. As a result, the 1987 estimates of credits earned by grade level include a category for grade unknown.

Table 1-13- Average Number of Credits Earned and Percentage of High School Graduates Enrolled in Different Curriculum Areas by Plans Next Year, 1969 to 1982

	Share of HS Grad Pop	Total HS Credits	Total Acad Credits	Total Voc Ed Credits	Total Voc Ed Percent	Pers Use Credits	Pers Use Percent	Sp Educ Credits	Sp Educ Percent
1969									
Full Time Work	1.22	19.92	12.97	5.31	100.00	1.64	100.00	0.00	0.00
2-Year Coll	13.47	20.91	14.32	4.24	97.55	2.34	95.74	0.00	0.39
4-Year Coll	41.40	20.77	16.68	2.19	83.81	1.90	97.06	0.00	0.22
Other Training	7.76	19.83	13.57	4.78	96.83	1.47	97.74	0.00	0.45
Other	35.15	20.11	13.41	4.87	97.85	1.83	98.61	0.00	0.36
1982†									
Full Time Work	30.96	21.00	12.44	5.92	99.51	2.61	99.17	0.04	1.86
2-Year Coll	15.01	20.67	14.40	4.40	98.18	2.83	98.29	0.03	1.92
4-Year Coll	35.02	22.13	16.53	3.09	94.99	2.50	98.54	0.01	0.73
Other Training	8.54	21.42	13.13	5.66	99.38	2.59	98.79	0.05	2.96
Other	10.48	20.94	13.29	4.95	98.93	2.68	99.24	0.02	1.65

Table 1-14-- Average Number of Credits Earned and Percentage of High School Graduates Enrolled in Different Curriculum Areas by District Per Pupil Expenditure, 1982

	Share of HS Grad Pop	Total HS Credits	Total Acad Credits	Total Voc Ed Credits	Total Voc Ed Percent	Pers Use Credits	Pers Use Percent	Sp Educ Credits	Sp Educ Percent
1982†									
LT $1000	12.74	20.99	11.52	4.68	97.36	2.59	97.74	0.02	2.74
$1001-1500	34.47	21.20	11.04	4.85	98.60	2.59	99.20	0.03	0.92
$1501-2000	32.67	21.72	11.82	4.64	97.91	2.72	99.16	0.03	1.82
GT $2000	19.93	22.01	12.22	4.23	96.55	2.64	96.81	0.02	1.96

Table 1-15-- Average Number of Credits Earned and Percentage of High School Graduates Enrolled in Different Curriculum Areas by High School Program, 1969 to 1982

	Share of HS Grad Pop	Total HS Credits	Total Acad Credits	Total Voc Ed Credits	Total Voc Ed Percent	Pers Use Credits	Pers Use Percent	Sp Educ Credits	Sp Educ Percent
1969									
General Prog.	16.37	19.59	13.86	3.86	97.19	1.87	99.28	0.00	0.39
Academic	47.49	20.73	17.08	1.83	83.14	1.82	95.76	0.00	0.08
Vocational	33.89	20.40	12.81	5.79	99.65	1.80	98.61	0.00	0.36
Other	2.25	20.51	14.98	3.37	92.87	2.16	97.40	0.00	0.87
1975-1978									
General Prog	42.41	20.40	12.96	5.04	98.77	2.40	97.64	0.00	0.00
Academic	39.41	21.23	16.22	2.72	92.89	2.29	97.21	0.00	0.24
Vocational	15.18	20.57	11.33	7.13	100.00	2.11	97.42	0.00	0.00
Commercial	3.27	21.05	12.52	6.53	98.38	2.01	91.78	0.00	0.00
1979-1982									
General Prog	48.77	21.04	12.99	5.57	98.85	2.48	98.87	0.00	0.27
Academic	36.33	21.56	15.98	3.24	95.23	2.34	98.84	0.00	0.00
Vocational	12.16	20.65	11.81	6.60	100.00	2.23	98.14	0.00	0.00
Commercial	2.74	21.28	12.19	6.80	100.00	2.30	99.23	0.00	0.00
1982†									
General Prog.	25.38	21.00	13.40	4.77	99.14	2.80	98.90	0.03	1.98
Academic	45.03	21.98	16.14	3.24	95.55	2.59	98.46	0.01	0.91
Vocational	29.60	21.14	11.89	6.67	99.92	2.55	98.73	0.03	1.95

Table 2-1-- Total Number of Credits Earned by High School Graduates in Different Curriculum Areas, 1969 to 1987

	HS Grad Pop 000's	Total HS Credits 000's	Total Acad Credits 000's	Total Voc Ed Credits 000's	Total Voc Ed Students 000's	Pers Use Credits 000's	Pers Use Students 000's	Sp Educ Credits 000's	Sp Educ Students 000's
1969	2,522	51,625	37,553	9,256	2,319	4,792	2,460	0	8
1975-1978	2,831	58,800	39,521	12,740	2,738	6,511	2,753	0	3
1979-1982	2,749	58,251	38,211	13,443	2,686	6,598	2,714	0	4
1982†	2,705	58,076	38,330	12,551	2,645	7,114	2,668	54	40
1987	2,428	55,286	37,974	10,780	2,375	6,531	2,391	NA	NA

Table 2-2-- Total Number of Credits Earned by High School Graduates in Different Curriculum Areas by Sex, 1969 to 1987[3]

	HS Grad Pop 000's	Total HS Credits 000's	Total Acad Credits 000's	Total Voc Ed Credits 000's	Total Voc Ed Students 000's	Pers Use Credits 000's	Pers Use Students 000's	Sp Educ Credits 000's	Sp Educ Students 000's
1969									
Male	1,215	24,555	18,152	4,095	1,103	2,296	1,186	0	4
Female	1,307	27,029	19,461	5,123	1,214	2,444	1,275	0	1
1975-1978									
Male	1,320	27,205	18,335	5,729	1,273	3,142	1,280	0	1
Female	1,511	31,580	21,184	7,011	1,465	3,385	1,473	0	2
1979-1982									
Male	1,354	28,569	18,739	6,459	1,316	3,371	1,336	0	1
Female	1,395	29,672	19,460	6,975	1,369	3,236	1,379	0	3
1982†									
Male	1,305	27,823	18,153	6,042	1,273	3,589	1,290	39	20
Female	1,400	30,268	20,174	6,524	1,372	3,542	1,378	28	20
1987									
Male	1,175	26,602	17,954	5,311	1,151	3,337	1,164	NA	NA
Female	1,252	28,658	20,007	5,459	1,223	3,193	1,226	NA	NA

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[3] Estimates of credit totals by student characteristics may not sum to total credits for the whole population due to rounding.

Table 2-3-- Total Number of Credits Earned by High School Graduates in Different Curriculum Areas by Region, 1975 to 1987

	HS Grad Pop 000's	Total HS Credits 000's	Total Acad Credits 000's	Total Voc Ed Credits 000's	Total Voc Ed Students 000's	Pers Use Credits 000's	Pers Use Students 000's	Sp Educ Credits 000's	Sp Educ Students 000's
1975-1978									
N East	603	12,796	9,104	2,528	564	1,171	562	0	0
N Central	895	18,047	11,906	4,387	880	1,746	886	0	0
South	840	17,355	11,864	3,510	812	2,049	820	0	0
West	493	10,597	6,708	2,332	484	1,553	488	0	2
1979-1982									
N East	517	11,383	7,994	2,241	493	1,148	506	0	0
N Central	917	18,901	12,197	4,806	907	1,899	907	9	4
South	914	19,237	12,831	4,140	891	2,266	902	0	0
West	401	8,731	5,225	2,220	395	1,286	401	0	0
1982†									
N East	602	13,392	9,424	2,589	580	1,379	589	6	2
N Central	785	16,475	10,789	3,919	774	1,751	774	16	16
South	855	18,101	11,757	4,028	838	2,291	843	25	10
West	463	10,121	6,365	2,030	453	1,707	463	18	13
1987									
N. East	483	11,181	8,226	1,996	483	961	461	NA	NA
N. Central	678	15,282	10,163	3,358	678	1,764	678	NA	NA
South	779	15,241	10,414	3,507	779	2,042	766	NA	NA
West	487	11,284	7,597	1,911	487	1,779	486	NA	NA

Table 3-1-- Percentage of Total Credits Earned by High School Graduates in Different Curriculum Areas as a Share of All Coursework, 1969 to 1987

	Avg Total HS Credits	Percent Academic Credits	Percent Voc Ed Credits	Percent Personal Use/Other Credits
1969	20.47	72.74	17.93	9.28
1975-1978	20.77	67.21	21.67	11.07
1979-1982	21.19	65.60	23.08	11.33
1982†	21.47	66.00	21.61	12.25
1987	22.77	68.69	19.17	11.62

Table 3-2-- Percentage of Total Credits Earned by High School Graduates in Different Curriculum Areas as a Share of All Coursework by Sex, 1969 to 1987

	Avg Total HS Credits	Percent Academic Credits	Percent Voc Ed Credits	Percent Personal Use/Other Credits	Percent Sp Educ Credits
1969					
Male	20.21	73.92	16.67	9.35	0.00
Female	20.68	72.00	18.96	9.04	0.00
1975-1978					
Male	20.61	67.39	21.06	11.55	0.00
Female	20.90	67.08	22.20	10.72	0.00
1979-1982					
Male	21.10	65.60	22.60	11.80	0.00
Female	21.27	65.60	23.50	10.91	0.00
1982†					
Male	21.32	65.24	21.72	12.90	0.14
Female	21.62	66.65	21.55	11.70	0.09
1987					
Male	22.64	67.49	19.70	12.38	NA
Female	22.89	69.81	18.66	10.92	NA

Table 4-1– Percentage Distribution of High School Graduates by Number of Total Credits, 1969 to 1987

	Avg Total Credits	16 Credits	17+ Credits	18+ Credits	19+ Credits	20+ Credits	21+ Credits	22+ Credits	23+ Credits	24+ Credits	25+ Credits	26+ Credits	27+ Credits	28+ Credits	29+ Credits	30+ Credits
1969	20.47	4.6	95.4	84.7	73.5	63.2	53.4	41.1	25.6	8.3	3.6	1.9	1.1	0.8	0.6	0.5
1975-1978	20.77	1.9	98.1	92.6	82.4	69.4	52.1	39.2	24.7	14.5	7.4	3.7	2.1	0.9	0.3	0.2
1979-1982	21.19	1.8	98.2	93.4	84.3	74.8	61.7	47.0	33.7	20.1	9.9	4.7	2.6	1.5	0.6	0.3
1982†	21.47	1.6	98.4	93.6	86.1	75.3	61.3	46.9	31.8	19.2	25.7	15.8	9.1	4.7	1.7	0.7

Table 4-2– Percentage Distribution of High School Graduates by Number of Total Credits by Sex, 1969 to 1987

	Avg Total Credits	16 Credits	17+ Credits	18+ Credits	19+ Credits	20+ Credits	21+ Credits	22+ Credits	23+ Credits	24+ Credits	25+ Credits	26+ Credits	27+ Credits	28+ Credits	29+ Credits	30+ Credits
1969																
Male	20.21	6.2	93.8	81.5	70.6	60.5	50.1	37.1	21.6	7.3	3.2	1.7	0.9	0.7	0.6	0.5
Female	20.68	3.1	96.9	87.7	76.1	65.3	55.9	44.3	28.7	9.2	4.1	2.2	1.4	1.0	0.8	0.6
1975-1978																
Male	20.61	2.4	97.6	91.5	81.1	67.4	48.0	35.4	21.8	13.0	6.8	3.1	1.8	0.9	0.4	0.2
Female	20.90	1.5	98.5	93.5	83.4	71.0	55.6	42.5	27.3	15.9	8.0	4.1	2.3	0.9	0.2	0.3
1979-1982																
Male	21.10	1.9	98.1	93.8	85.3	74.3	61.3	45.5	32.3	18.5	9.4	4.7	2.7	1.7	0.9	0.4
Female	21.27	1.8	98.2	93.2	84.1	76.4	63.8	50.8	37.8	24.4	12.3	6.0	2.8	1.5	0.3	0.1
1982†																
Male	21.32	1.5	98.5	93.3	84.3	73.4	58.4	44.1	29.2	18.0	9.5	5.5	3.1	1.8	0.8	0.4
Female	21.62	1.7	98.3	93.9	87.7	77.1	64.1	49.6	34.2	20.3	11.4	6.3	3.7	1.7	0.8	0.3
1987																
Male	22.64	0.7	99.3	96.8	93.2	88.8	80.3	69.3	55.5	40.9	25.2	15.5	8.7	4.5	1.5	0.6
Female	22.89	0.6	99.4	97.7	94.5	90.8	84.1	73.5	60.7	44.3	26.3	16.2	9.4	4.8	1.9	0.7

Table 4-3– Percentage Distribution of High School Graduates by Number of Total Credits by PSE Plans, 1975 to 1982

	Avg Total Credits	16 Credits	17+ Credits	18+ Credits	19+ Credits	20+ Credits	21+ Credits	22+ Credits	23+ Credits	24+ Credits	25+ Credits	26+ Credits	27+ Credits	28+ Credits	29+ Credits	30+ Credits
1975-1978																
LT HS	20.31	5.6	94.4	74.5	53.9	35.5	5.4	5.4	3.2	0.0	0.0	0.0	0.0	0.0	0.0	0.0
HS Only	20.72	2.2	97.8	90.1	77.4	61.3	39.1	30.1	16.6	9.1	3.0	1.4	0.6	0.6	0.3	0.3
Some Coll	20.90	3.0	97.0	92.7	83.4	70.1	53.3	38.0	24.2	12.2	5.1	2.0	1.1	0.6	0.2	0.0
4 Yrs Coll	21.27	1.1	98.9	93.7	85.5	74.2	58.9	44.8	29.1	18.3	9.6	4.4	2.8	1.1	0.4	0.5
Adv Deg	21.65	1.3	98.8	95.3	87.0	75.5	63.6	48.1	34.7	22.2	15.1	8.7	5.1	1.6	0.3	0.1
1979-1982																
LT HS	21.01	0.0	100.0	95.8	79.5	46.3	46.3	46.3	22.7	22.7	22.7	0.0	0.0	0.0	0.0	0.0
HS Only	20.92	2.4	97.6	92.2	80.8	70.5	55.3	40.4	26.9	15.3	7.2	4.2	2.2	1.3	0.6	0.5
Some Coll	21.69	2.0	98.0	92.7	82.0	69.8	59.6	43.7	32.2	17.9	8.9	4.3	2.8	1.7	0.7	0.1
4 Yrs Coll	21.50	1.5	98.5	94.5	87.3	78.7	65.1	51.9	38.4	22.9	11.9	5.0	2.7	1.6	0.3	0.6
Adv Deg	22.18	0.8	99.2	95.9	88.5	83.3	74.1	58.8	43.7	28.1	12.7	6.2	3.5	2.1	1.1	0.5
1982†																
LT HS	21.30	2.6	97.4	90.5	79.4	64.5	47.6	33.5	22.6	12.7	7.8	4.0	2.1	1.2	0.7	0.5
HS Only	21.40	2.1	97.9	92.7	83.0	71.0	55.8	40.9	27.3	15.8	9.2	4.9	2.9	1.9	1.3	0.5
Some Coll	21.59	1.5	98.5	93.1	86.7	76.8	61.8	47.0	30.6	18.9	9.7	5.6	3.2	1.5	0.5	0.1
4 Yrs Coll	21.95	0.6	99.4	96.5	90.8	82.5	70.3	55.5	39.8	24.3	12.6	7.5	4.2	2.2	0.8	0.2
Adv Deg	22.00	0.8	99.2	95.4	91.2	84.4	73.7	61.0	42.1	27.9	16.1	8.8	5.2	1.8	0.7	0.2

SERIES B: ACADEMIC COURSEWORK PATTERNS 1969 to 1987

Table 5-1– Average Number of Course Credits Earned by High School Graduates in Academic Subjects, 1969 to 1987

	HS Grad Pop 000's	Total HS Credits	Total Acad Credits	All Math Credits	All Science Credits	All English Credits	All Soc St Credits	All Fine Arts Credits	All Foreign Lang Credits
1969	2,522	20.47	14.89	2.47	2.23	4.07	3.39	1.17	1.57
1975-1978	2,831	20.77	13.96	2.35	2.26	3.69	3.15	1.40	1.11
1979-1982	2,749	21.19	13.90	2.44	2.18	3.76	3.12	1.47	0.92
1982†	2,705	21.47	14.17	2.55	2.17	3.87	3.16	1.46	0.97
1987	2,428	22.77	15.74	3.02	2.51	4.00	3.31	1.42	1.36

Table 5-2– Average Number of Course Credits Earned by High School Graduates in Academic Subjects by Sex, 1969 to 1987

	Share of HS Grad Pop	Total HS Credits	Total Acad Credits	All Math Credits	All Science Credits	All English Credits	All Soc St Credits	All Fine Arts Credits	All Foreign Lang Credits
1969									
Male	48.16	20.21	14.94	2.73	2.38	4.10	3.36	0.99	1.38
Female	51.84	20.68	14.89	2.23	2.10	4.05	3.42	1.32	1.77
1975-1978									
Male	46.62	20.61	13.89	2.51	2.40	3.71	3.18	1.14	0.94
Female	53.38	20.90	14.02	2.21	2.14	3.66	3.13	1.62	1.26
1979-1982									
Male	49.26	21.10	13.84	2.57	2.26	3.78	3.14	1.27	0.82
Female	50.74	21.27	13.95	2.31	2.11	3.75	3.10	1.67	1.01
1982†									
Male	48.24	21.32	13.91	2.64	2.23	3.84	3.15	1.28	0.78
Female	51.76	21.62	14.41	2.47	2.11	3.90	3.17	1.62	1.14
1987									
Male	48.41	22.64	15.28	3.06	2.53	3.98	3.29	1.24	1.16
Female	51.59	22.89	15.98	2.97	2.49	4.02	3.33	1.60	1.55

Table 5-3-- Average Number of Course Credits Earned by High School Graduates in Academic Subjects by Race/Ethnicity, 1969 to 1987

	Share of HS Grad Pop	Total HS Credits	Total Acad Credits	All Math Credits	All Science Credits	All English Credits	All Soc St Credit	All Fine Arts Credits	All Foreign Lang Credits
1969									
Asian	2.81	22.87	15.61	3.12	2.38	3.80	3.19	1.03	2.16
Black	18.62	20.73	13.53	2.19	2.02	3.80	3.26	1.31	0.95
Hispanic	1.38	21.77	13.44	2.22	2.01	3.49	2.97	1.69	1.07
White	76.59	20.30	15.22	2.52	2.28	4.15	3.43	1.13	1.71
Other/Unknown	0.59	20.25	14.20	1.77	2.25	4.14	3.52	1.28	1.23
1975-1978									
Black	10.68	20.28	13.21	2.28	1.96	3.85	3.22	1.23	0.66
Hispanic	4.07	21.31	13.59	2.18	1.98	3.64.	3.13	1.37	1.28
Non-Blk/Hisp	85.25	20.80	14.08	2.37	2.31	3.67	3.15	1.42	1.16
1979-1982									
Black	13.57	20.59	13.34	2.40	1.95	3.93	3.23	1.25	0.57
Hispanic	4.83	21.36	13.49	2.42	1.81	3.69	3.08	1.32	1.17
Non-Blk/Hisp	81.60	21.28	14.01	2.45	2.24	3.74	3.10	1.52	0.96
1982†									
Asian	1.50	22.13	15.89	3.14	2.57	3.81	3.17	1.33	1.87
Black	11.30	21.24	13.72	2.55	2.04	4.07	3.11	1.25	0.71
Hispanic	11.89	21.17	12.94	2.24	1.78	3.87	3.00	1.30	0.75
Nat Am	1.15	21.42	13.35	2.09	1.96	3.94	3.24	1.69	0.43
White	74.17	21.55	14.42	2.60	2.25	3.84	3.20	1.51	1.03
1987									
Asian	3.08	23.82	17.73	3.70	3.00	4.03	3.46	1.16	2.48
Black	14.11	22.14	14.96	2.96	2.31	4.09	3.32	1.19	1.09
Hispanic	7.37	22.53	15.06	2.86	2.20	3.94	3.19	1.33	1.48
Native Am	0.88	23.15	15.33	3.06	2.44	4.03	3.19	1.69	0.75
White	74.57	22.91	15.74	3.03	2.57	4.01	3.29	1.49	1.35

Table 5-4-- Average Number of Course Credits Earned by High School Graduates in Academic Subjects by Sex and Race/Ethnicity, 1969 to 1987

	Share of HS Grad Pop	Total HS Credits	Total Acad Credits	All Math Credits	All Science Credits	All English Credits	All Soc St Credits	All Fine Arts Credits	All Foreign Lang Credits
1969									
Male									
Asian	1.35	23.20	16.15	3.34	2.44	4.03	3.18	1.07	2.11
Black	8.26	20.32	13.73	2.38	2.05	3.89	3.28	1.21	0.91
Hispanic	0.87	21.56	13.63	2.41	2.09	3.68	3.04	1.36	1.06
Non-Blk/Hisp	37.98	20.04	15.19	2.79	2.45	4.16	3.39	0.93	1.47
Female									
Asian	1.15	22.74	15.27	2.84	2.32	3.55	3.16	1.02	2.41
Black	9.77	21.07	13.46	2.06	2.00	3.76	3.26	1.36	1.03
Hispanic	0.52	22.14	12.86	1.94	2.00	3.14	2.85	1.83	1.10
Non-Blk/Hisp	40.09	20.51	15.26	2.26	2.12	4.15	3.47	1.31	1.95
1975-1978									
Male									
Black	4.49	20.27	13.40	2.35	1.97	3.83	3.29	1.34	0.63
Hispanic	1.69	21.34	13.70	2.30	2.19	3.63	3.16	1.34	1.08
Non-Blk/Hisp	40.46	20.62	13.96	2.54	2.46	3.70	3.17	1.11	0.97
Female									
Black	6.18	20.29	13.07	2.23	1.96	3.87	3.18	1.15	0.68
Hispanic	2.38	21.29	13.51	2.10	1.84	3.64	3.11	1.39	1.43
Non-Blk/Hisp	44.80	20.97	14.18	2.21	2.18	3.63	3.12	1.70	1.33

Table 5-4– Average Number of Course Credits Earned by High School Graduates in Academic Subjects by Sex and Race/Ethnicity, 1969 to 1987 (continued)

	Share of HS Grad Pop	Total HS Credits	Total Acad Credits	All Math Credits	All Science Credits	All English Credits	All Soc St Credits	All Fine Arts Credits	All Foreign Lang Credits
1979-1982									
Male									
Black	6.34	20.62	13.36	2.42	1.95	3.98	3.26	1.29	0.46
Hispanic	2.36	21.35	13.60	2.56	1.92	3.66	3.09	1.33	1.05
Non-Blk/Hisp	40.57	21.16	13.93	2.60	2.33	3.75	3.12	1.27	0.87
Female									
Black	7.23	20.56	13.32	2.37	1.96	3.89	3.20	1.22	0.67
Hispanic	2.47	21.36	13.38	2.29	1.71	3.73	3.07	1.30	1.28
Non-Blk/Hisp	41.03	21.39	14.10	2.30	2.16	3.73	3.08	1.77	1.06
1982†									
Male									
Asian	0.83	21.92	15.46	3.16	2.57	3.76	3.11	1.22	1.63
Black	4.94	21.13	13.60	2.57	2.02	4.01	3.10	1.29	0.60
Hispanic	6.48	20.99	12.77	2.30	1.81	3.83	2.98	1.24	0.61
Nat Am	0.75	21.46	13.31	2.10	1.93	3.92	3.30	1.70	0.36
White	35.27	21.39	14.15	2.71	2.33	3.82	3.19	1.28	0.82
Female									
Asian	0.67	22.38	16.42	3.11	2.58	3.87	3.24	1.46	2.16
Black	6.32	21.39	13.14	2.16	1.74	3.92	3.02	1.38	0.92
Hispanic	5.36	21.39	13.14	2.16	1.74	3.92	3.02	1.38	0.92
Nat Am	5.41	21.36	13.42	2.08	2.01	3.97	3.12	1.68	0.58
White	38.90	21.70	14.67	2.49	2.17	3.86	3.20	1.73	1.21

Table 5-4-- Average Number of Course Credits Earned by High School Graduates in Academic Subjects by Sex and Race/Ethnicity, 1969 to 1987 (continued)

	Share of HS Grad Pop	Total HS Credits	Total Acad Credits	All Math Credits	All Science Credits	All English Credits	All Soc St Credits	All Fine Arts Credits	All Foreign Lang Credits
1987									
Male									
Asian	1.39	23.84	17.80	3.84	3.25	4.67	3.45	0.96	2.23
Black	6.55	22.03	14.88	2.98	2.28	4.30	3.37	1.19	0.95
Hispanic	3.63	22.37	14.86	2.93	2.19	4.11	3.16	1.31	1.32
Nat Am	0.44	22.93	15.02	3.00	2.43	4.28	3.13	1.60	0.72
White	36.25	22.79	15.31	3.08	2.61	4.32	3.26	1.24	1.14
Female									
Asian	1.72	23.81	17.68	3.58	2.80	4.58	3.46	1.32	2.68
Black	7.58	22.24	15.03	2.94	2.34	4.39	3.28	1.19	1.21
Hispanic	3.73	22.68	15.26	2.79	2.21	4.34	3.22	1.35	1.64
Nat Am	0.48	23.36	15.61	3.12	2.44	4.60	3.25	1.76	0.77
White	38.23	23.01	16.15	2.98	2.54	4.57	3.31	1.72	1.55

Table 5-5-- Average Number of Course Credits Earned by High School Graduates in Academic Subjects by Father's Education,1969 to 1982

	Share of HS Grad Pop	Total HS Credits	Total Acad Credits	All Math Credits	All Science Credits	All English Credits	All Soc St Credits	All Fine Arts Credits	All Foreign Lang Credits
1969									
LT High School	26.70	20.00	13.82	2.19	2.13	4.07	3.46	0.94	1.04
HS Only	42.09	20.27	14.80	2.42	2.27	4.13	3.43	1.07	1.49
Some College	18.55	20.79	15.94	2.71	2.29	4.11	3.32	1.34	2.17
4 Yrs College	10.05	20.87	16.79	2.95	2.38	4.15	3.36	1.46	2.49
Adv Degree	2.61	20.68	16.22	2.71	2.44	4.17	3.45	1.32	2.12
1975-1978									
LT HS	27.59	20.31	12.68	2.06	1.95	3.56	3.13	1.28	0.70
HS Only	37.80	20.72	13.37	2.18	2.09	3.64	3.12	1.37	0.97
Some College	11.56	20.90	14.74	2.51	2.55	3.87	3.21	1.26	1.34
4 Yrs College	13.04	21.27	15.90	2.87	2.72	3.77	3.24	1.55	1.75
Adv Degree	10.00	21.65	16.81	3.05	2.98	3.89	3.15	1.91	1.84
1979-1982									
LT HS	26.94	21.01	12.94	2.19	1.93	3.74	3.13	1.33	0.61
HS Only	38.49	20.92	13.19	2.30	2.04	3.70	3.04	1.35	0.76
Some College	13.05	21.69	14.59	2.58	2.22	3.75	3.23	1.67	1.15
4 Yrs College	12.78	21.50	15.70	2.91	2.68	3.80	3.13	1.75	1.41
Adv Degree	8.75	22.18	16.98	3.08	3.00	4.05	3.25	1.84	1.77
1982†									
LT High School	23.22	21.30	13.24	2.47	1.94	3.85	3.13	1.41	0.67
HS Only	31.75	21.40	13.75	2.17	2.07	3.82	3.17	1.40	0.82
Some College	24.01	21.59	14.78	2.70	2.34	3.89	3.22	1.50	1.13
4 Yrs College	10.57	21.95	16.22	3.10	2.07	3.98	3.28	1.58	1.57
Adv Degree	10.46	22.00	16.52	3.10	2.73	4.03	3.23	1.73	1.71

Table 5-6-- Average Number of Course Credits Earned by High School Graduates in Academic Subjects by Mother's Education, 1969 to 1982

	Share of HS Grad Pop	Total HS Credits	Total Acad Credits	All Math Credits	All Science Credits	All English Credits	All Soc St Credits	All Fine Arts Credits	All Foreign Lang Credits
1969									
LT High School	32.98	19.98	13.83	2.18	2.11	4.09	3.43	0.94	1.08
HS Only	32.82	20.37	14.74	2.42	2.29	4.13	3.42	1.08	1.40
Some College	18.23	20.57	15.66	2.60	2.29	4.13	3.38	1.29	1.97
4 Yrs College	13.33	20.56	16.43	2.87	2.36	4.11	3.37	1.33	2.39
Adv Degree	2.65	20.48	16.75	2.92	2.48	4.19	3.39	1.23	2.54
1975-1978									
LT High School	21.40	20.27	12.49	2.04	1.91	3.68	3.12	1.09	0.65
HS Only	52.32	20.80	13.68	2.27	2.22	3.63	3.12	1.39	1.05
Some College	14.29	20.92	15.18	2.61	2.48	3.77	3.19	1.70	1.43
4 Yrs College	9.05	21.75	16.78	2.99	2.90	3.83	3.36	1.68	2.02
Adv Degree	2.94	20.95	16.19	2.96	2.65	4.01	3.23	1.77	1.58
1979-1982									
LT High School	25.58	20.84	12.80	2.17	1.88	3.73	3.13	1.30	0.60
HS Only	50.64	21.18	13.71	2.41	2.15	3.71	3.09	1.52	0.84
Some College	11.71	21.49	14.64	2.70	2.45	3.80	3.13	1.36	1.20
4 Yrs College	9.25	21.82	16.30	2.96	2.69	4.06	3.24	1.71	1.63
Adv Degree	2.83	21.77	17.30	3.02	3.17	4.10	3.13	1.93	1.95
1982†									
LT High School	18.75	21.01	13.08	2.27	1.91	3.88	3.08	1.27	0.67
HS Only	41.78	21.53	14.02	2.21	2.15	3.85	3.19	1.40	0.90
Some College	26.16	21.70	14.95	2.75	2.31	3.86	3.21	1.62	1.20
4 Yrs College	8.32	21.92	16.21	3.06	2.74	4.00	3.22	1.66	1.52
Adv Degree	4.99	22.09	16.52	3.03	2.76	4.03	3.30	1.78	1.62

Table 5-7– Average Number of Course Credits Earned by High School Graduates in Academic Subjects by High School Urbanicity,1975 to 1987

	Share of HS Grad Pop	Total HS Credits	Total Acad Credits	All Math Credits	All Science Credits	All English Credits	All Soc St Credits	All Fine Arts Credits	All Foreign Lang Credits
1975-1978									
Not In SMSA	29.28	20.72	13.58	2.26	2.22	3.77	3.15	1.40	0.78
SMSA, Not CC	34.35	20.82	14.08	2.35	2.28	3.58	3.18	1.40	1.29
SMSA, CC	22.98	20.76	13.87	2.37	2.24	3.69	3.19	1.31	1.07
SMSA, In CC	13.39	20.78	14.71	2.52	2.36	3.76	3.03	1.56	1.47
1979-1982									
Not In SMSA	32.68	21.47	13.67	2.32	2.24	3.82	3.14	1.48	0.67
SMSA, Not CC	37.02	21.27	14.18	2.48	2.25	3.73	3.14	1.48	1.11
SMSA, CC	19.57	20.74	13.49	2.48	1.93	3.65	3.05	1.46	0.92
SMSA, In CC	10.73	20.86	14.11	2.57	2.08	3.88	3.10	1.51	0.97
1982†									
Rural	32.03	21.59	13.80	2.36	2.17	3.90	3.16	1.50	0.71
Suburban	48.69	21.49	14.35	2.63	2.18	3.83	3.18	1.45	1.08
Urban	19.28	21.23	14.34	2.65	2.14	3.94	3.12	1.40	1.09
1987									
Small Place	44.81	22.96	15.53	2.99	2.58	4.04	3.26	1.44	1.19
Medium City	13.79	22.47	15.27	2.97	2.36	3.95	3.22	1.46	1.32
Urban Fringe	27.68	23.73	15.88	3.10	2.50	3.97	3.36	1.38	1.54
Big City	13.72	22.55	15.89	2.97	2.43	3.98	3.48	1.43	1.57

Table 5-8– Average Number of Course Credits Earned by High School Graduates in Academic Subjects by High School Region, 1975 to 1987

	Share of HS Grad Pop	Total HS Credits	Total Acad Credits	All Math Credits	All Science Credits	All English Credits	All Soc St Credits	All Fine Arts Credits	All Foreign Lang Credits
1975-1978									
N East	21.30	21.21	15.09	2.50	2.52	3.75	3.34	1.26	1.71
N Central	31.64	20.16	13.30	2.22	2.14	3.41	3.14	1.48	0.92
South	29.65	20.67	14.04	2.49	2.38	4.00	3.04	1.23	0.90
West	17.40	21.50	13.61	2.17	1.93	3.54	3.14	1.71	1.12
1979-1982									
N East	18.81	22.00	15.45	2.65	2.59	3.89	3.32	1.37	1.64
N Central	33.36	20.61	13.30	2.36	2.10	3.56	3.01	1.54	0.74
South	33.25	21.05	14.04	2.50	2.24	3.98	3.15	1.45	0.72
West	14.59	21.79	13.04	2.26	1.72	3.59	3.04	1.53	0.89
1982†									
N East	22.26	22.24	15.65	2.81	2.61	4.01	3.39	1.26	1.56
N Central	29.03	20.98	13.74	2.43	2.05	3.66	3.16	1.64	0.80
South	31.61	21.17	13.75	2.55	2.16	4.04	3.02	1.31	0.68
West	17.10	21.88	13.76	2.41	1.80	3.74	3.13	1.67	1.01
1987									
N East	19.90	23.15	17.03	3.23	2.94	4.41	3.56	1.24	2.02
N Central	27.94	22.54	14.99	2.84	2.30	4.18	3.16	1.68	1.13
South	32.10	22.48	15.36	3.04	2.53	4.67	3.31	1.24	1.10
West	20.07	23.17	15.60	3.01	2.34	4.35	3.29	1.55	1.44

Table 5-9– Average Number of Course Credits Earned by High School Graduates in Academic Subjects by PSE Plans,1975 to 1982

	Share of HS Grad Pop	Total HS Credits	Total Acad Credits	All Math Credits	All Science Credits	All English Credits	All Soc St Credits	All Fine Arts Credits	All Foreign Lang Credits
1975-1978									
HS Only	29.72	20.15	11.91	1.84	1.81	3.55	3.04	1.19	0.47
Some College	23.27	20.67	13.19	2.12	2.02	3.56	3.15	1.50	0.84
4 Yrs College	29.29	21.10	15.16	2.68	2.56	3.81	3.20	1.44	1.47
GT 4 Yrs Coll	17.72	21.45	16.46	2.96	2.85	3.84	3.28	1.54	1.98
1979-1982									
HS Only	36.13	20.81	12.07	1.94	1.71	3.66	3.07	1.31	0.38
Some College	17.73	21.03	12.98	2.17	1.90	3.66	3.02	1.47	0.76
4 Yrs College	34.81	21.47	15.35	2.85	2.52	3.85	3.19	1.59	1.34
GT 4 Yrs Coll	11.33	21.85	16.74	3.22	3.10	3.95	3.23	1.60	1.63
1982†									
None	19.45	20.75	11.95	1.94	1.65	3.77	3.03	1.26	0.30
Voc/Tech	21.04	21.12	12.53	2.07	1.74	3.74	3.11	1.42	0.44
LT 4 Yrs Coll	19.01	21.45	13.95	2.47	2.05	3.86	3.19	1.45	0.93
BA/BS	22.59	21.95	15.89	3.06	2.56	3.96	3.24	1.63	1.44
Adv Deg	17.90	22.14	16.75	3.23	2.92	4.05	3.26	1.52	1.77

Table 5-10-- Average Number of Course Credits Earned by High School Graduates in Academic Subjects by Sex and PSE Plans, 1975 to 1982

	Share of HS Grad Pop	Total HS Credits	Total Acad Credits	All Math Credits	All Science Credits	All English Credits	All Soc St Credits	All Fine Arts Credits	All Foreign Lang Credits
1975-1978									
Male									
HS Only	14.17	20.18	11.89	2.02	1.92	3.63	3.07	0.88	0.37
Some Coll	9.51	20.30	12.59	2.19	2.07	3.57	3.16	1.07	0.54
4 Yrs Coll	13.38	20.78	14.89	2.78	2.57	3.85	3.26	1.20	1.22
GT 4 Yrs Coll	9.51	21.39	16.78	3.19	3.21	3.78	3.27	1.50	1.84
Female									
HS Only	15.57	20.12	11.92	1.68	1.71	3.49	3.02	1.46	0.56
Some Coll	13.78	20.92	13.60	2.07	1.99	3.56	3.14	1.81	1.04
4 Yrs Coll	15.89	21.36	15.39	2.59	2.55	3.78	3.15	1.65	1.68
GT 4 Yrs Coll	8.20	21.52	16.08	2.71	2.43	3.92	3.29	1.58	2.15
1979-1982									
Male									
HS Only	18.14	20.59	11.80	2.00	1.68	3.66	3.07	1.13	0.26
Some Coll	6.93	21.09	12.97	2.29	2.02	3.66	3.11	1.27	0.62
4 Yrs Coll	17.58	21.39	15.30	2.99	2.63	3.87	3.22	1.37	1.22
GT 4 Yrs Coll	6.47	21.88	16.67	3.41	3.19	3.94	3.16	1.38	1.60
Female									
HS Only	17.98	21.03	12.34	1.87	1.75	3.66	3.06	1.50	0.50
Some Coll	10.81	20.99	12.99	2.09	1.82	3.66	2.97	1.60	0.84
4 Yrs Coll	17.23	21.56	15.40	2.72	2.40	3.83	3.17	1.46	2.35
GT 4 Yrs Coll	4.87	21.81	16.83	2.98	2.99	3.97	3.31	1.90	1.68

Table 5-10-- Average Number of Course Credits Earned by High School Graduates in Academic Subjects by Sex and PSE Plans, 1975 to 1982 (continued)

	Share of HS Grad Pop	Total HS Credits	Total Acad Credits	All Math Credits	All Science Credits	All English Credits	All Soc St Credits	All Fine Arts Credits	All Foreign Lang Credits
1982†									
Male									
No PSE Plans	10.93	20.63	11.94	2.06	1.71	3.78	3.01	1.16	0.23
Voc/Tech	10.34	21.08	12.20	2.11	1.76	3.69	3.11	1.24	0.29
LT 4 Yrs Coll	7.91	21.17	13.73	2.61	2.10	3.83	3.20	1.20	0.80
BA/BS	10.74	21.74	15.55	3.20	2.64	3.92	3.25	1.36	1.19
Adv. Degree	8.43	22.09	16.82	3.36	3.12	4.02	3.24	1.49	1.58
Female									
No PSE Plans	8.51	20.89	11.96	1.79	1.57	3.76	3.05	1.39	0.40
Voc/Tech	10.70	21.16	12.85	2.04	1.71	3.80	3.12	1.60	0.58
LT 4 Yrs Coll	11.09	21.65	14.10	2.37	2.01	3.89	3.19	1.62	1.03
BA/BS	11.89	22.14	16.19	2.94	2.48	4.00	3.24	1.88	1.66
Adv Degree	9.46	22.17	16.69	3.11	2.74	4.07	3.27	1.55	1.95

Table 5-11-- Average Number of Course Credits Earned by High School Graduates in Academic Subjects by High School Grades, 1969 to 1987

	Share of HS Grad Pop	Total HS Credits	Total Acad Credits	All Math Credits	All Science Credits	All English Credits	All Soc St Credits	All Fine Arts Credits	All Foreign Lang Credits
1969									
Mostly A	9.21	21.81	18.01	3.29	2.75	4.19	3.30	1.38	3.10
Mostly B	39.82	21.20	15.82	2.75	2.39	4.08	3.33	1.26	2.03
Mostly C	44.17	19.82	13.75	2.16	2.03	4.02	3.42	1.09	1.02
Below C	6.80	18.57	12.74	1.75	1.96	4.10	3.59	0.91	0.44
1975-1978									
Mostly A	24.84	21.60	15.86	2.90	2.71	3.77	3.11	1.66	1.70
Mostly B	22.88	21.12	14.31	2.40	2.37	3.62	3.17	1.54	1.22
Mostly C	50.44	20.23	12.92	2.07	2.00	3.66	3.17	1.23	0.79
Below C	1.84	19.76	12.66	2.00	2.11	4.18	3.30	0.53	0.55
1979-1982									
Mostly A	21.54	22.15	16.07	3.09	2.79	3.87	3.09	1.74	1.50
Mostly B	23.52	21.78	14.67	2.61	2.35	3.77	3.19	1.66	1.09
Mostly C	53.42	20.59	12.74	2.12	1.87	3.71	3.10	1.30	0.63
Below C	1.52	19.46	11.78	1.81	1.76	3.97	3.19	0.87	0.17
1982†									
Mostly A	15.72	22.54	16.94	3.39	2.95	4.03	3.19	1.61	1.77
Mostly B	32.89	21.95	15.14	2.80	2.35	3.91	3.24	1.53	1.30
Mostly C	45.68	21.00	13.36	2.29	1.91	3.84	3.21	1.34	0.76
Below C	5.71	19.62	12.30	2.03	1.71	3.97	3.08	1.04	0.47
1987									
Mostly A	14.32	24.39	18.80	3.77	3.32	4.17	3.46	1.70	2.35
Mostly B	32.25	23.51	16.61	3.32	2.77	4.05	3.37	1.51	1.73
Mostly C	47.36	22.09	14.37	2.78	2.22	3.95	3.27	1.29	1.08
Below C	6.07	20.18	12.85	2.31	1.93	3.80	3.26	1.02	0.72

Table 5-12-- Average Number of Course Credits Earned by High School Graduates in Different Curriculum Areas by Grade Level, 1969 to 1987[4]

	Total HS Credits	Total Acad Credits	All Math Credits	All Science Credits	All English Credits	All Soc St Credits	All Fine Arts Credits	All Foreign Lang Credits
1969								
Grade 9	5.50	4.39	0.98	0.87	1.10	0.52	0.37	0.55
Grade 10	5.40	4.04	0.75	0.61	1.03	0.87	0.25	0.54
Grade 11	5.40	3.68	0.53	0.49	1.00	1.04	0.29	0.34
Grade 12	4.17	2.78	0.21	0.27	0.94	0.95	0.26	0.14
1975-1978								
Grade 9	5.36	4.02	0.89	0.73	0.98	0.72	0.34	0.36
Grade 10	5.47	3.79	0.70	0.75	0.99	0.62	0.35	0.38
Grade 11	5.27	3.42	0.47	0.45	0.93	0.99	0.35	0.25
Grade 12	4.62	2.71	0.29	0.34	0.79	0.82	0.35	0.13
1979-1982								
Grade 9	5.44	4.01	0.90	0.73	0.99	0.70	0.38	0.31
Grade 10	5.54	3.73	0.73	0.72	0.99	0.61	0.37	0.30
Grade 11	5.42	3.47	0.50	0.42	0.97	1.00	0.36	0.22
Grade 12	4.78	2.69	0.31	0.31	0.81	0.81	0.36	0.10
1982†								
Grade 9	5.56	4.08	0.91	0.75	1.01	0.70	0.40	0.31
Grade 10	5.58	3.76	0.75	0.69	1.01	0.64	0.36	0.31
Grade 11	5.43	3.52	0.53	0.42	0.99	1.00	0.35	0.23
Grade 12	4.83	2.77	0.35	0.30	0.84	0.82	0.34	0.12
1987								
Grade 9	4.91	3.63	0.81	0.66	0.87	0.63	0.34	0.32
Grade 10	4.87	3.44	0.74	0.69	0.86	0.52	0.27	0.36
Grade 11	4.67	3.39	0.61	0.45	0.96	0.89	0.31	0.42
Grade 12	4.42	2.71	0.38	0.33	0.79	0.75	0.29	0.16
Grade Unk	3.70	2.47	0.48	0.38	0.52	0.52	0.21	0.10

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[4] Approximately 20 percent of all courses in the NAEP transcript file (1987) were missing the grade level variable. As a result, the 1987 estimates of credits earned by grade level include a category for grade unknown.

Table 5-13-- Average Number of Course Credits Earned by High School Graduates in Different Curriculum Areas by Plans Next Year, 1969 to 1982

	Share of HS Grad Pop	Total HS Credits	Total Acad Credits	All Math Credits	All Science Credits	All English Credits	All Soc St Credits	All Fine Arts Credits	All Foreign Lang Credits
1969									
Full Time Work	1.22	19.92	12.97	1.59	1.92	3.92	3.57	1.24	0.72
2-Year Coll	13.47	20.91	14.32	2.38	2.11	3.90	3.27	1.26	1.41
4-Year Coll	41.40	20.77	16.68	2.99	2.52	4.19	3.37	1.22	2.39
Other Training	7.76	19.83	13.57	2.00	1.98	4.09	3.58	1.08	0.86
Other	35.15	20.11	13.41	2.04	2.02	3.98	3.40	1.09	0.87
1982†									
Full Time Work	30.96	21.59	11.78	2.01	1.44	3.86	2.68	1.65	0.14
2-Year Coll	15.01	20.69	12.34	1.96	1.53	3.68	3.66	1.28	0.24
4-Year Coll	35.02	22.26	14.59	2.73	2.22	3.85	3.23	1.37	1.20
Other Training	8.54	20.44	11.00	2.12	1.47	3.96	2.53	0.84	0.08
Other	10.48	19.87	12.36	1.81	1.91	3.69	3.06	1.09	0.80

Table 5-14-- Average Number of Course Credits Earned by High School Graduates in Different Curriculum Areas by District Per Pupil Expenditure, 1982

	Share of HS Grad Pop	Total HS Credits	Total Acad Credits	All Math Credits	All Science Credits	All English Credits	All Soc St Credits	All Fine Arts Credits	All Foreign Lang Credits
1982†									
LT $1000	13.84	19.90	11.52	1.77	1.32	3.95	2.80	1.28	0.41
$1001-1500	32.57	21.21	11.04	1.69	1.55	3.56	2.72	1.23	0.29
$1501-2000	33.54	21.47	11.82	2.26	1.50	3.80	2.59	1.39	0.28
GT $2000	20.06	21.05	12.22	2.16	1.75	4.10	2.61	1.30	0.31

Table 5-15-- Average Number of Course Credits Earned by High School Graduates in Academic Subjects by High School Program, 1969 to 1982

	Share of HS Grad Pop	Total HS Credits	Total Acad Credits	All Math Credits	All Science Credits	All English Credits	All Soc St Credits	All Fine Arts Credits	All Foreign Lang Credits
1969									
General	16.37	19.59	13.86	2.04	2.00	4.03	3.55	1.31	0.93
Academic	47.49	20.73	17.08	3.04	2.60	4.24	3.44	1.22	2.54
Vocational	33.89	20.40	12.81	2.01	1.92	3.95	3.30	0.86	0.77
Other	2.25	20.51	14.98	2.33	2.05	4.17	3.30	1.69	1.43
1975-1978									
General	42.41	20.40	12.96	2.01	1.93	3.60	3.16	1.52	0.74
Academic	39.14	21.23	16.22	2.97	2.88	3.89	3.22	1.46	1.80
Vocational	15.18	20.57	11.33	1.81	1.70	3.45	2.94	0.92	0.51
Commercial	3.27	21.05	12.52	1.82	1.95	3.58	3.13	1.33	0.70
1979-1982									
General	48.77	21.04	12.99	2.16	1.92	3.74	3.10	1.48	0.58
Academic	36.33	21.56	15.98	3.01	2.75	3.88	3.19	1.58	1.57
Vocational	12.16	20.65	11.81	1.99	1.69	3.58	2.97	1.23	0.37
Commercial	2.74	21.28	12.19	2.04	1.65	3.53	3.08	1.08	0.79
1982†									
General	25.38	21.00	13.40	2.22	1.87	3.80	3.20	1.69	0.61
Academic	45.03	21.98	16.14	3.09	2.71	3.99	3.26	1.52	1.57
Vocational	29.60	21.14	11.89	2.01	1.62	3.76	2.98	1.16	0.35

Table 6-1– Total Course Credits Earned by High School Graduates in Different Academic Subjects, 1969 to 1987

	HS Grad Pop 000's	Total HS Credits 000's	Total Acad Credits 000's	Total Math Credits 000's	Total Science Credits 000's	Total English Credits 000's	Total Soc St Credits 000's	Total Fine Arts Credits 000's	Total Foreign Lang Credits 000's
1969	2,522	51,625	37,553	6,229	5,624	10,265	8,550	2,951	3,960
1975-1978	2,831	58,800	39,521	6,653	6,398	10,446	8,918	3,963	3,142
1979-1982	2,749	58,251	38,211	6,708	5,993	10,336	8,577	4,041	2,529
1982†	2,705	58,076	38,330	6,898	5,870	10,468	8,548	3,949	2,624
1987	2,428	55,286	37,974	7,333	6,094	9,712	8,037	3,448	3,302

Table 6-2-- Total Course Credits Earned by High School Graduates in Different Academic Subjects by Sex, 1969 to 1987[5]

	HS Grad Pop 000's	Total HS Credits 000's	Total Acad Credits 000's	Total Math Credits 000's	Total Science Credits 000's	Total English Credits 000's	Total Soc St Credits 000's	Total Fine Arts Credits 000's	Total Foreign Lang Credits 000's
1969									
Male	1,215	24,555	18,152	3,317	2,892	4,982	4,082	1,203	1,677
Female	1,307	27,029	19,461	2,915	2,745	5,293	4,470	1,725	2,313
1975-1978									
Male	1,320	27,205	18,335	3,313	3,168	4,897	4,198	1,505	1,241
Female	1,511	31,580	21,184	3,339	3,234	5,530	4,729	2,448	1,904
1979-1982									
Male	1,354	28,569	18,739	3,480	3,060	5,118	4,252	1,720	1,110
Female	1,395	29,672	19,460	3,222	2,943	5,231	4,325	2,330	1,409
1982†									
Male	1,305	27,823	18,153	3,445	2,910	5,011	4,111	1,670	1,018
Female	1,400	30,268	20,174	3,458	2,954	5,460	4,438	2,268	1,596
1987									
Male	1,175	26,602	17,954	3,596	2,973	4,677	3,866	1,457	1,363
Female	1,252	28,658	20,007	3,721	3,120	5,033	4,172	2,005	1,942

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[5] Estimates of credits totals by student characteristics may not sum to total credits for the whole population due to rounding.

Table 6-3-- Total Course Credits Earned by High School Graduates in Different Academic Subjects by Region, 1975 to 1987

	HS Grad Pop 000's	Total HS Credits 000's	Total Acad Credits 000's	Total Math Credits 000's	Total Science Credits 000's	Total English Credits 000's	Total Soc St Credits 000's	Total Fine Arts Credits 000's	Total Foreign Lang Credits 000's
1975-1978									
N East	603	12,790	9,099	1,508	1,520	2,261	2,014	760	1,031
N Central	895	18,063	11,917	1,989	1,917	3,055	2,813	1,326	824
South	840	17,342	11,780	2,089	1,997	3,356	2,551	1,032	755
West	493	10,600	6,710	1,070	951	1,745	1,548	843	552
1979-1982									
N East	517	11,374	7,988	1,370	1,339	2,011	1,716	708	848
N Central	917	18,899	12,196	2,164	1,926	3,265	2,760	1,412	679
South	914	19,240	12,833	2,285	2,047	3,638	2,879	1,325	658
West	401	8,738	5,229	906	690	1,440	1,219	614	357
1982†									
N East	602	13,388	9,421	1,692	1,571	2,414	2,041	759	939
N Central	785	16,469	10,786	1,908	1,609	2,873	2,481	1,287	628
South	855	18,100	11,756	2,180	1,847	3,454	2,582	1,120	581
West	463	10,130	6,371	1,116	833	1,732	1,449	773	468
1987									
N East	483	11,181	8,226	1,560	1,420	1,956	1,719	599	976
N Central	678	15,282	10,163	1,926	1,559	2,637	2,142	1,139	766
South	779	17,512	11,965	2,368	1,971	3,217	2,578	966	857
West	487	11,284	7,597	1,466	1,140	1,909	1,602	755	701

Table 7-1-- - Average Number of Course Credits Earned by High School Graduates in Mathematics, 1969 to 1987

	HS Grad Pop 000's	Total HS Credits	All Math Credits	Basic Math Credits	General Math Credits	Applied Math Credits	Pre Algebra Credits	Algebra Credits	Geometry Credits	Calculus Credits	Advanced Other Credits
1969	2,522	20.47	2.47	0.32	0.23	0.05	0.00	0.81	0.52	0.01	0.53
1975-1978	2,831	20.77	2.35	0.16	0.45	0.07	0.08	0.63	0.47	0.02	0.47
1979-1982	2,749	21.19	2.44	0.09	0.48	0.10	0.09	0.67	0.48	0.03	0.50
1982†	2,705	21.47	2.55	0.09	0.45	0.14	0.24	0.57	0.45	0.05	0.56
1987	2,428	22.77	3.02	0.13	0.34	0.25	0.26	0.67	0.58	0.06	0.73

Table 7-2-- Average Number of Course Credits Earned by High School Graduates in Mathematics by Sex, 1969 to 1987

	Share of HS Grad Pop	Total HS Credits	All Math Credits	Basic Math Credits	General Math Credits	Applied Math Credits	Pre Algebra Credits	Algebra Credits	Geometry Credits	Calculus Credits	Advanced Other Credits
1969											
Male	48.16	20.21	2.73	0.33	0.25	0.09	0.00	0.85	0.57	0.01	0.63
Female	51.84	20.68	2.23	0.31	0.21	0.01	0.00	0.79	0.48	0.00	0.43
1975-1978											
Male	46.62	20.61	2.51	0.17	0.45	0.08	0.09	0.64	0.50	0.03	0.55
Female	53.38	20.90	2.21	0.15	0.45	0.05	0.08	0.62	0.44	0.02	0.39
1979-1982											
Male	49.26	21.10	2.57	0.10	0.51	0.12	0.09	0.65	0.50	0.03	0.57
Female	50.74	21.27	2.31	0.08	0.45	0.09	0.09	0.68	0.47	0.03	0.44
1982†											
Male	48.24	21.32	2.64	0.11	0.50	0.16	0.23	0.55	0.45	0.05	0.59
Female	51.76	21.62	2.47	0.08	0.40	0.12	0.25	0.59	0.46	0.04	0.54
1987											
Male	48.41	22.64	3.06	0.14	0.38	0.27	0.25	0.66	0.57	0.07	0.73
Female	51.59	22.89	2.97	0.12	0.30	0.24	0.26	0.68	0.59	0.05	0.73

Table 7-3-- Average Number of Course Credits Earned by High School Graduates in Mathematics by Race/Ethnicity, 1969 to 1987

	Share of HS Grad Pop	Total HS Credits	All Math Credits	Basic Math Credits	General Math Credits	Applied Math Credits	Pre Algebra Credits	Algebra Credits	Geometry Credits	Calculus Credits	Advanced Other Credits
1969											
Asian	2.81	22.87	3.12	0.14	0.19	0.00	0.00	0.82	0.76	0.01	1.18
Black	18.62	20.73	2.19	0.51	0.33	0.01	0.00	0.77	0.27	0.00	0.30
Hispanic	1.38	21.77	2.22	0.61	0.33	0.00	0.00	0.67	0.27	0.00	0.34
White	76.59	20.30	2.52	0.28	0.21	0.06	0.00	0.83	0.58	0.01	0.56
Other/Unknown	0.59	20.25	1.77	0.32	0.27	0.06	0.00	0.59	0.18	0.00	0.35
1975-1978											
Black	10.68	20.28	2.28	0.24	0.74	0.14	0.14	0.50	0.26	0.01	0.25
Hispanic	4.07	21.31	2.18	0.16	0.52	0.06	0.11	0.66	0.35	0.01	0.30
Non-Blk/Hisp	85.25	20.80	2.37	0.15	0.41	0.06	0.08	0.64	0.50	0.03	0.50
1979-1982											
Black	13.57	20.59	2.40	0.15	0.80	0.14	0.12	0.57	0.27	0.01	0.33
Hispanic	4.83	21.36	2.42	0.09	0.52	0.08	0.18	0.67	0.40	0.02	0.46
Non-Blk/Hisp	81.60	21.28	2.45	0.08	0.42	0.10	0.08	0.68	0.52	0.03	0.53
1982†											
Asian	1.50	22.13	3.14	0.08	0.33	0.15	0.19	0.60	0.68	0.13	0.98
Black	11.30	21.24	2.55	0.20	0.72	0.17	0.31	0.47	0.30	0.02	0.36
Hispanic	11.89	21.17	2.24	0.15	0.68	0.17	0.24	0.45	0.24	0.02	0.30
Nat Am	1.15	21.42	2.09	0.26	0.49	0.12	0.27	0.40	0.25	0.02	0.29
White	74.17	21.55	2.60	0.07	0.37	0.13	0.23	0.60	0.51	0.05	0.64
1987											
Asian	3.08	23.82	3.70	0.09	0.22	0.21	0.27	0.71	0.75	0.26	1.18
Black	14.11	22.14	2.96	0.25	0.63	0.28	0.29	0.59	0.43	0.03	0.46
Hispanic	7.37	22.53	2.86	0.35	0.44	0.30	0.37	0.59	0.40	0.03	0.38
Native Am	0.88	23.15	3.06	0.10	0.48	0.43	0.50	0.67	0.45	0.00	0.42
White	74.57	22.91	3.03	0.09	0.29	0.25	0.23	0.69	0.62	0.06	0.80

Table 7-4-- Average Number of Course Credits Earned by High School Graduates in Mathematics by PSE Plans, 1975 to 1982

	Share of HS Grad Pop	Total HS Credits	All Math Credits	Basic Math Credits	General Math Credits	Applied Math Credits	Pre Algebra Credits	Algebra Credits	Geometry Credits	Calculus Credits	Advanced Other Credits
1975-1978											
HS Only	29.72	20.15	1.84	0.22	0.57	0.09	0.09	0.50	0.21	0.00	0.17
Some College	23.27	20.67	2.12	0.21	0.42	0.09	0.11	0.61	0.37	0.00	0.31
4 Yrs College	29.29	21.10	2.68	0.11	0.36	0.06	0.08	0.75	0.64	0.04	0.63
GT 4 Yrs Coll	17.72	21.45	2.96	0.07	0.44	0.02	0.04	0.68	0.74	0.07	0.90
1979-1982											
HS Only	36.13	20.81	1.94	0.16	0.59	0.16	0.10	0.49	0.22	0.00	0.21
Some College	17.73	21.03	2.17	0.07	0.38	0.12	0.11	0.70	0.40	0.00	0.38
4 Yrs College	34.81	21.47	2.85	0.04	0.44	0.05	0.07	0.78	0.69	0.05	0.73
GT 4 Yrs Coll	11.33	21.85	3.22	0.04	0.39	0.02	0.07	0.82	0.82	0.11	0.96
1982†											
None	19.45	20.75	1.94	0.18	0.69	0.17	0.23	0.39	0.14	0.00	0.13
Voc/Tech	21.04	21.12	2.07	0.12	0.60	0.17	0.23	0.47	0.25	0.01	0.23
LT 4 Yrs Coll	19.01	21.45	2.47	0.09	0.40	0.14	0.31	0.61	0.43	0.02	0.47
BA/BS	22.59	21.95	3.06	0.04	0.27	0.11	0.23	0.71	0.70	0.07	0.93
Adv Deg	17.90	22.14	3.23	0.04	0.26	0.09	0.20	0.67	0.74	0.14	1.09

Table 7-5– Average Number of Course Credits Earned by High School Graduates in Mathematics by Grade Level, 1969 to 1987

	Total HS Credits	All Math Credits	Basic Math Credits	General Math Credits	Applied Math Credits	Pre Algebra Credits	Algebra Credits	Geometry Credits	Calculus Credits	Advanced Other Credits
1969										
Grade 9	5.50	0.98	0.29	0.04	0.00	0.00	0.61	0.03	0.01	0.00
Grade 10	5.40	0.75	0.02	0.10	0.02	0.00	0.14	0.35	0.12	0.00
Grade 11	5.40	0.53	0.01	0.05	0.02	0.00	0.05	0.11	0.28	0.00
Grade 12	4.17	0.21	0.00	0.05	0.01	0.00	0.01	0.03	0.01	0.11
1975-1978										
Grade 9	5.36	0.89	0.10	0.20	0.01	0.06	0.44	0.05	0.00	0.02
Grade 10	5.47	0.70	0.02	0.11	0.02	0.01	0.13	0.29	0.00	0.10
Grade 11	5.27	0.47	0.02	0.07	0.02	0.01	0.04	0.09	0.00	0.22
Grade 12	4.62	0.29	0.02	0.06	0.02	0.00	0.01	0.03	0.02	0.13
1979-1982										
Grade 9	5.44	0.90	0.06	0.22	0.02	0.07	0.46	0.05	0.00	0.02
Grade 10	5.54	0.73	0.02	0.11	0.03	0.01	0.15	0.30	0.00	0.12
Grade 11	5.42	0.50	0.01	0.08	0.03	0.00	0.04	0.10	0.00	0.24
Grade 12	4.78	0.31	0.01	0.06	0.02	0.00	0.01	0.04	0.03	0.13
1982†										
Grade 9	5.56	0.91	0.05	0.24	0.01	0.14	0.38	0.04	0.00	0.03
Grade 10	5.58	0.75	0.02	0.11	0.04	0.07	0.12	0.27	0.00	0.12
Grade 11	5.43	0.53	0.01	0.05	0.04	0.02	0.04	0.11	0.00	0.24
Grade 12	4.83	0.35	0.01	0.03	0.05	0.01	0.02	0.03	0.04	0.17
1987										
Grade 9	4.91	0.81	0.05	0.16	0.02	0.10	0.39	0.06	0.00	0.02
Grade 10	4.87	0.74	0.03	0.07	0.06	0.07	0.12	0.30	0.00	0.12
Grade 11	4.87	0.61	0.01	0.03	0.08	0.03	0.04	0.12	0.00	0.29
Grade 12	4.42	0.38	0.01	0.02	0.06	0.01	0.02	0.03	0.05	0.18
Grade Unk	3.70	0.48	0.03	0.06	0.03	0.05	0.10	0.07	0.01	0.12

Table 8-1– Average Number of Course Credits Earned by High School Graduates in Science, 1969 to 1987[6]

	HS Grad Pop 000's	Total HS Credits	All Science Credits	All Science Survey Credits	All Biology Credits	All Chemistry Credits	All Physics Credits
1969	2,522	20.47	2.23	0.83	0.94	0.36	0.11
1975-1978	2,831	20.77	2.26	0.53	0.98	0.38	0.36
1979-1982	2,749	21.19	2.18	0.48	0.92	0.35	0.39
1982†	2,705	21.47	2.17	0.74	0.93	0.34	0.16
1987	2,428	22.77	2.51	0.76	1.08	0.47	0.20

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[6] The estimates of the number of Physics credits earned in 1975 - 78 and 1978 - 82 were too high and estimates of the number of Science Survey credits earned in these years were too low because the course, "Introduction to Pysical Science", was classified as physics in the NLS-Youth transcript data. Thus the discrepancy seen here is a data problem, and does not reflect actual course-taking patterns. A more accurate reflection of science participation in 1975 - 78 and 1979 - 82 can be seen in the grade level table (8-5): credits earned in physics are concentrated in grades 11 and 12, and credits earned in "Introduction to Physical Science" are concentrated in grade 9 and 10.

Table 8-2-- Average Number of Course Credits Earned by High School Graduates in Science by Sex, 1969 to 1987

	Share of HS Grad Pop	Total HS Credits	All Science Credits	All Science Survey Credits	All Biology Credits	All Chemistry Credits	All Physics Credits
1969							
Male	48.16	20.21	2.38	0.92	0.88	0.42	0.16
Female	51.84	20.68	2.10	0.74	0.99	0.32	0.06
1975-1978							
Male	46.62	20.61	2.40	0.56	0.97	0.42	0.45
Female	53.38	20.90	2.14	0.51	0.99	0.35	0.29
1979-1982							
Male	49.26	21.10	2.28	0.57	0.86	0.37	0.46
Female	50.74	21.27	2.11	0.48	0.98	0.33	0.32
1982†							
Male	48.24	21.32	2.23	0.78	0.89	0.35	0.21
Female	51.76	21.62	2.11	0.71	0.96	0.33	0.12
1987							
Male	48.41	22.64	2.53	0.78	1.04	0.47	0.25
Female	51.59	22.89	2.49	0.73	1.13	0.47	0.16

Table 8-3-- Average Number of Course Credits Earned by High School Graduates in Science by Race/Ethnicity, 1969 to 1987

	Share of HS Grad Pop	Total HS Credits	All Science Credits	All Science Survey Credits	All Biology Credits	All Chemistry Credits	All Physics Credits
1969							
Asian	2.81	22.87	2.38	1.08	0.69	0.47	0.15
Black	18.62	20.73	2.02	0.87	0.95	0.17	0.04
Hispanic	1.38	21.77	2.01	0.99	0.89	0.11	0.03
White	76.59	20.30	2.28	0.80	0.94	0.41	0.13
Other/Unknown	0.59	20.25	2.25	1.13	0.83	0.18	0.12
1975-1978							
Black	10.68	20.28	1.96	0.55	0.84	0.20	0.37
Hispanic	4.07	21.31	1.98	0.51	0.86	0.34	0.28
Non-Blk/Hisp	85.25	20.80	2.31	0.53	1.00	0.41	0.37
1979-1982							
Black	13.57	20.59	1.95	0.54	0.83	0.21	0.37
Hispanic	4.83	21.36	1.81	0.33	0.84	0.24	0.33
Non-Blk/Hisp	81.60	21.28	2.24	0.48	0.94	0.38	0.39
1982†							
Asian	1.50	22.13	2.57	0.51	1.08	0.60	0.39
Black	11.30	21.24	2.04	0.82	0.88	0.25	0.09
Hispanic	11.89	21.17	1.78	0.77	0.79	0.15	0.06
Nat Am	1.15	21.42	1.96	0.72	0.77	0.35	0.11
White	74.17	21.55	2.25	0.73	0.96	0.38	0.19
1987							
Asian	3.08	23.82	3.00	0.65	1.11	0.80	0.43
Black	14.11	22.14	2.31	0.90	1.00	0.31	0.11
Hispanic	7.37	22.53	2.20	0.77	1.05	0.28	0.09
Native Am	0.88	23.15	2.44	0.81	1.22	0.32	0.09
White	74.57	22.91	2.57	0.74	1.11	0.50	0.22

Table 8-4– Average Number of Course Credits Earned by High School Graduates in Science by PSE Plans, 1969 to 1982

	Share of HS Grad Pop	Total HS Credits	All Science Credits	All Science Survey Credits	All Biology Credits	All Chemistry Credits	All Physics Credits
1975-1978							
HS Only	29.72	20.15	1.81	0.60	0.85	0.13	0.23
Some College	23.27	20.67	2.02	0.55	0.94	0.26	0.28
4 Yrs College	29.29	21.10	2.56	0.51	1.06	0.54	0.44
GT 4 Yrs Coll	17.72	21.45	2.85	0.44	1.11	0.71	0.59
1979-1982							
HS Only	36.13	20.81	1.71	0.55	0.75	0.13	0.26
Some College	17.73	21.03	1.90	0.41	0.86	0.23	0.31
4 Yrs College	34.81	21.47	2.52	0.43	1.05	0.51	0.47
GT 4 Yrs Coll	11.33	21.85	3.10	0.54	1.19	0.77	0.64
1982†							
None	19.45	20.75	1.65	0.85	0.69	0.08	0.04
Voc/Tech	21.04	21.12	1.74	0.77	0.79	0.13	0.04
LT 4 Yrs Coll	19.01	21.45	2.05	0.72	0.94	0.28	0.11
BA/BS	22.59	21.95	2.56	0.68	1.08	0.54	0.25
Adv Deg	17.90	22.14	2.92	0.67	1.17	0.70	0.39

Table 8-5-- Average Number of Course Credits Earned by High School Graduates in Science by Grade Level, 1969 to 1987

	Total HS Credits	All Science Credits	All Science Survey Credits	All Biology Credits	All Chemistry Credits	All Physics Credits
1969						
Grade 9	5.50	0.87	0.65	0.22	0.00	0.01
Grade 10	5.40	0.61	0.06	0.50	0.03	0.01
Grade 11	5.40	0.48	0.06	0.15	0.26	0.01
Grade 12	4.17	0.27	0.06	0.07	0.07	0.08
1975-1978						
Grade 9	5.36	0.73	0.42	0.14	0.00	0.16
Grade 10	5.47	0.75	0.04	0.62	0.06	0.03
Grade 11	5.27	0.45	0.04	0.11	0.24	0.06
Grade 12	4.62	0.34	0.03	0.11	0.08	0.11
1979-1982						
Grade 9	5.44	0.73	0.40	0.13	0.00	0.20
Grade 10	5.54	0.72	0.05	0.59	0.05	0.03
Grade 11	5.42	0.42	0.04	0.11	0.25	0.06
Grade 12	4.78	0.31	0.03	0.09	0.08	0.11
1982†						
Grade 9	5.56	0.75	0.59	0.15	0.01	0.01
Grade 10	5.58	0.69	0.07	0.56	0.08	0.01
Grade 11	5.43	0.42	0.05	0.13	0.21	0.04
Grade 12	4.83	0.30	0.03	0.09	0.07	0.11
1987						
Grade 9	4.91	0.66	0.50	0.15	0.01	0.00
Grade 10	4.87	0.69	0.05	0.56	0.07	0.00
Grade 11	4.87	0.45	0.05	0.11	0.24	0.04
Grade 12	4.42	0.33	0.03	0.10	0.08	0.12
Grade Unk	3.70	0.38	0.13	0.16	0.07	0.04

Table 9-1– Average Number of Course Credits Earned by High School Graduates in English, 1969 to 1987

	HS Grad Pop 000's	Total HS Credits	Total English Credits	English Survey Credits	English Lit Credits	English Comp Credits	Speech Credits
1969	2,522	20.47	4.07	3.83	0.02	0.08	0.14
1975-1978	2,831	20.77	3.69	2.86	0.42	0.26	0.14
1979-1982	2,749	21.19	3.76	2.86	0.42	0.31	0.16
1982†	2,705	21.47	3.87	2.93	0.52	0.29	0.13
1987	2,428	22.77	4.00	3.34	0.32	0.21	0.13

Table 9-2– Average Number of Course Credits Earned by High School Graduates in English by Sex, 1969 to 1987

	Share of HS Grad Pop	Total HS Credits	Total English Credits	English Survey Credits	English Lit Credits	English Comp Credits	Speech Credits
1969							
Male	48.16	20.21	4.10	3.87	0.01	0.07	0.14
Female	51.84	20.68	4.05	3.80	0.02	0.09	0.14
1975-1978							
Male	46.62	20.61	3.71	2.89	0.44	0.23	0.15
Female	53.38	20.90	3.66	2.84	0.40	0.28	0.14
1979-1982							
Male	49.26	21.10	3.78	2.90	0.42	0.29	0.17
Female	50.74	21.27	3.75	2.83	0.43	0.34	0.16
1982†							
Male	48.24	21.32	3.84	2.93	0.51	0.27	0.13
Female	51.76	21.62	3.90	2.92	0.53	0.32	0.14
1987							
Male	48.41	22.64	3.98	3.37	0.30	0.18	0.13
Female	51.59	22.89	4.02	3.32	0.33	0.24	0.13

Table 9-3– Average Number of Course Credits Earned by High School Graduates in English by Race/Ethnicity, 1969 to 1987

	Share of HS Grad Pop	Total HS Credits	Total English Credits	English Survey Credits	English Lit Credits	English Comp Credits	Speech Credits
1969							
Asian	2.81	22.87	3.80	3.34	0.17	0.13	0.16
Black	18.62	20.73	3.80	3.64	0.02	0.02	0.12
Hispanic	1.38	21.77	3.49	3.24	0.04	0.16	0.05
White	76.59	20.30	4.15	3.90	0.01	0.09	0.14
Other/Unknown	0.59	20.25	4.14	3.83	0.03	0.11	0.16
1975-1978							
Black	10.68	20.28	3.85	3.28	0.28	0.17	0.13
Hispanic	4.07	21.31	3.64	2.90	0.38	0.20	0.16
Non-Blk/Hisp	85.25	20.80	3.67	2.81	0.44	0.27	0.14
1979-1982							
Black	13.57	20.59	3.93	3.24	0.32	0.25	0.11
Hispanic	4.83	21.36	3.69	2.84	0.43	0.31	0.12
Non-Blk/Hisp	81.60	21.28	3.74	2.80	0.44	0.33	0.17
1982†							
Asian	1.50	22.13	3.81	2.89	0.49	0.34	0.08
Black	11.30	21.24	4.07	3.28	0.42	0.25	0.13
Hispanic	11.89	21.17	3.87	3.12	0.42	0.23	0.11
Nat Am	1.15	21.42	3.94	3.00	0.47	0.35	0.12
White	74.17	21.55	3.84	2.84	0.55	0.31	0.14
1987							
Asian	3.08	23.82	4.03	3.28	0.25	0.16	0.09
Black	14.11	22.14	4.09	3.61	0.23	0.16	0.09
Hispanic	7.37	22.53	3.94	3.44	0.24	0.18	0.08
Native Am	0.88	23.15	4.03	3.77	0.25	0.20	0.04
White	74.57	22.91	4.01	3.31	0.33	0.22	0.15

Table 9-4– Average Number of Course Credits Earned by High School Graduates in English by PSE Plans, 1975 to 1982

	Share of HS Grad Pop	Total HS Credits	Total English Credits	English Survey Credits	English Lit Credits	English Comp Credits	Speech Credits
1975-1978							
HS Only	29.72	20.15	3.55	2.85	0.40	0.17	0.13
Some College	23.27	20.67	3.56	2.72	0.44	0.27	0.13
4 Yrs College	29.29	21.10	3.81	2.93	0.40	0.31	0.16
GT 4 Yrs Coll	17.72	21.45	3.84	2.92	0.47	0.30	0.16
1979-1982							
HS Only	36.13	20.81	3.66	2.89	0.39	0.23	0.15
Some College	17.73	21.03	3.66	2.72	0.43	0.34	0.17
4 Yrs College	34.81	21.47	3.85	2.89	0.43	0.36	0.16
GT 4 Yrs Coll	11.33	21.85	3.95	2.87	0.48	0.39	0.21
1982†							
None	19.45	20.75	3.77	3.15	0.38	0.16	0.09
Voc/Tech	21.04	21.12	3.74	2.85	0.49	0.27	0.13
LT 4 Yrs Coll	19.01	21.45	3.86	2.91	0.53	0.29	0.13
BA/BS	22.59	21.95	3.96	2.84	0.59	0.37	0.16
Adv Deg	17.90	22.14	4.05	2.87	0.63	0.39	0.16

Table 9-5– Average Number of Course Credits Earned by High School Graduates in English by Grade Level, 1969 to 1987

	Avg Total HS Credits	Total English Credits	English Survey Credits	English Lit Credits	English Comp Credits	Speech Credits
1969						
Grade 9	5.50	1.10	1.08	0.00	0.00	0.02
Grade 10	5.40	1.03	0.99	0.00	0.01	0.02
Grade 11	5.40	1.00	0.92	0.01	0.03	0.04
Grade 12	4.17	0.94	0.83	0.00	0.04	0.07
1975-1978						
Grade 9	5.36	0.98	0.91	0.02	0.02	0.03
Grade 10	5.47	0.99	0.84	0.06	0.05	0.04
Grade 11	5.27	0.93	0.60	0.19	0.09	0.04
Grade 12	4.62	0.79	0.51	0.15	0.09	0.04
1979-1982						
Grade 9	5.44	0.99	0.90	0.03	0.02	0.04
Grade 10	5.54	0.99	0.80	0.08	0.06	0.05
Grade 11	5.42	0.97	0.64	0.18	0.11	0.03
Grade 12	4.78	0.81	0.52	0.14	0.11	0.04
1982†						
Grade 9	5.56	1.01	0.91	0.04	0.02	0.03
Grade 10	5.58	1.01	0.81	0.10	0.06	0.04
Grade 11	5.43	0.99	0.66	0.21	0.09	0.03
Grade 12	4.83	0.84	0.53	0.17	0.11	0.03
1987						
Grade 9	4.91	0.87	0.83	0.01	0.01	0.02
Grade 10	4.87	0.86	0.77	0.03	0.02	0.03
Grade 11	4.87	0.86	0.67	0.11	0.06	0.03
Grade 12	4.42	0.79	0.57	0.11	0.08	0.03
Grade Unk	3.70	0.52	0.51	0.06	0.04	0.02

Table 10-1-- Average Number of Course Credits Earned by High School Graduates in Social Studies, 1969 to 1987

	HS Grad Pop 000's	Total HS Credits	All Soc St Credits	Am Hist Credits	World Hist Credits	Am Govt Credits	Soc Sci Credits
1969	2,522	20.47	3.39	1.05	0.82	1.07	0.45
1975-1978	2,831	20.77	3.15	1.10	0.54	0.51	1.00
1979-1982	2,749	21.19	3.12	1.11	0.52	0.51	0.99
1982†	2,705	21.47	3.16	1.03	0.41	0.54	1.18
1987	2,428	22.77	3.31	1.11	0.45	0.62	1.13

Table 10-2-- Average Number of Course Credits Earned by High School Graduates in Social Studies by Sex, 1969 to 1987

	Share of HS Grad Pop	Total HS Credits	All Soc St Credits	Am Hist Credits	World Hist Credits	Am Govt Credits	Soc Sci Credits
1969							
Male	48.16	20.21	3.36	1.06	0.79	1.06	0.45
Female	51.84	20.68	3.42	1.04	0.84	1.08	0.46
1975-1978							
Male	46.62	20.61	3.18	1.11	0.56	0.52	1.00
Female	53.38	20.90	3.13	1.09	0.53	0.50	1.01
1978-1982							
Male	49.26	21.10	3.14	1.11	0.53	0.51	0.99
Female	50.74	21.27	3.10	1.10	0.51	0.50	0.99
1982†							
Male	48.24	21.32	3.15	1.04	0.41	0.55	1.16
Female	51.76	21.62	3.17	1.02	0.42	0.53	1.21
1987							
Male	48.41	22.64	3.29	1.11	0.46	0.62	1.10
Female	51.59	22.89	3.33	1.12	0.45	0.62	1.15

Table 10-3-- Average Number of Course Credits Earned by High School Graduates in Social Studies by Race/Ethnicity, 1969 to 1987

	Share of HS Grad Pop	Total HS Credits	All Soc St Credits	Am Hist Credits	World Hist Credits	Am Govt Credits	Soc Sci Credits
1969							
Asian	2.81	22.87	3.19	1.01	0.99	0.90	0.29
Black	18.62	20.73	3.26	0.98	0.94	1.09	0.24
Hispanic	1.38	21.77	2.97	1.02	0.99	0.88	0.08
White	76.59	20.30	3.43	1.07	0.78	1.07	0.52
Other/Unknown	0.59	20.25	3.52	1.00	0.88	1.12	0.51
1975-1978							
Black	10.68	20.28	3.22	1.13	0.60	0.55	0.94
Hispanic	4.07	21.31	3.13	1.08	0.56	0.58	0.92
Non-Blk/Hisp	85.25	20.80	3.15	1.10	0.53	0.50	1.02
1979-1982							
Black	13.57	20.59	3.23	1.10	0.58	0.60	0.94
Hispanic	4.83	21.36	3.08	1.10	0.51	0.56	0.91
Non-Blk/Hisp	81.60	21.28	3.10	1.11	0.51	0.49	1.00
1982†							
Asian	1.50	22.13	3.17	1.01	0.47	0.58	1.11
Black	11.30	21.24	3.11	1.06	0.44	0.54	1.07
Hispanic	11.89	21.17	3.00	1.01	0.41	0.56	1.02
Nat Am	1.15	21.42	3.24	1.16	0.52	0.40	1.15
White	74.17	21.55	3.20	1.03	0.40	0.54	1.23
1987							
Asian	3.08	23.82	3.46	1.16	0.60	0.61	1.09
Black	14.11	22.14	3.32	1.09	0.51	0.66	1.06
Hispanic	7.37	22.53	3.19	1.10	0.49	0.60	1.00
Native Am	0.88	23.15	3.19	1.42	0.41	0.68	0.68
White	74.57	22.91	3.29	1.13	0.43	0.62	1.10

Table 10-4— Average Number of Course Credits Earned by High School Graduates in Social Studies by PSE Plans, 1975 to 1982

	Share of HS Grad Pop	Total HS Credits	All Soc St Credits	Am Hist Credits	World Hist Credits	Am Govt Credits	Soc Sci Credits
1975-1978							
HS Only	29.72	20.15	3.04	1.08	0.47	0.50	0.98
Some College	23.27	20.67	3.15	1.09	0.53	0.57	0.96
4 Yrs College	29.29	21.10	3.20	1.10	0.60	0.50	1.00
GT 4 Yrs Coll	17.72	21.45	3.28	1.16	0.57	0.43	1.12
1979-1982							
HS Only	36.13	20.81	3.07	1.07	0.44	0.52	1.03
Some College	17.73	21.03	3.02	1.11	0.42	0.55	0.94
4 Yrs College	34.81	21.47	3.19	1.13	0.61	0.48	0.97
GT 4 Yrs Coll	11.33	21.85	3.23	1.13	0.63	0.48	0.98
1982†							
None	19.45	20.75	3.03	1.02	0.36	0.54	1.11
Voc/Tech	21.04	21.12	3.11	1.04	0.39	0.56	1.13
LT 4 Yrs Coll	19.01	21.45	3.19	1.03	0.4	0.57	1.19
BA/BS	22.59	21.95	3.24	1.04	0.44	0.52	1.24
Adv Deg	17.90	22.14	3.26	1.01	0.48	0.52	1.25

Table 10-5 -- Average Number of Course Credits Earned by High School Graduates in Social Studies by Grade Level, 1969 to 1987

	Total HS Credits	All Soc St Credits	Am Hist Credits	World Hist Credits	Am Govt Credits	Soc Sci Credits
1969						
Grade 9	5.50	0.52	0.03	0.07	0.35	0.08
Grade 10	5.40	0.87	0.05	0.70	0.01	0.11
Grade 11	5.40	1.04	0.92	0.02	0.05	0.05
Grade 12	4.17	0.95	0.05	0.03	0.66	0.22
1975-1978						
Grade 9	5.36	0.72	0.13	0.13	0.14	0.31
Grade 10	5.47	0.62	0.18	0.27	0.03	0.14
Grade 11	5.27	0.99	0.66	0.09	0.06	0.19
Grade 12	4.62	0.82	0.13	0.05	0.28	0.36
1979-1982						
Grade 9	5.44	0.70	0.16	0.13	0.12	0.29
Grade 10	5.54	0.61	0.19	0.26	0.03	0.13
Grade 11	5.42	1.00	0.65	0.08	0.06	0.20
Grade 12	4.78	0.81	0.11	0.05	0.29	0.37
1982†						
Grade 9	5.56	0.70	0.14	0.11	0.13	0.32
Grade 10	5.58	0.64	0.17	0.21	0.03	0.22
Grade 11	5.43	1.00	0.62	0.05	0.07	0.26
Grade 12	4.83	0.82	0.10	0.04	0.30	0.38
1987						
Grade 9	4.91	0.63	0.16	0.11	0.13	0.23
Grade 10	4.87	0.52	0.13	0.16	0.04	0.19
Grade 11	4.87	0.89	0.56	0.05	0.07	0.21
Grade 12	4.42	0.75	0.08	0.05	0.29	0.33
Grade Unk	3.70	0.52	0.18	0.08	0.09	0.17

Table 11-1 – Average Number of Course Credits Earned by High School Graduates in Fine Arts, 1969 to 1987

	HS Grad Pop 000's	Total HS Credits	All Fine Arts Credits	Arts & Crafts Credits	Music Credits	Drama/ Dance Credits
1969	2,522	20.47	1.17	0.49	0.59	0.10
1975-1978	2,831	20.77	1.40	0.57	0.74	0.09
1979-1982	2,749	21.19	1.47	0.58	0.81	0.09
1982†	2,705	21.47	1.46	0.61	0.77	0.08
1987	2,428	22.77	1.42	0.52	0.77	0.13

Table 11-2 – Average Number of Course Credits Earned by High School Graduates in Fine Arts by Sex, 1969 to 1987

	Share of HS Grad Pop	Total HS Credits	All Fine Arts Credits	Arts & Crafts Credits	Music Credits	Drama/ Dance Credits
1969						
Male	48.16	20.21	0.99	0.43	0.51	0.05
Female	51.84	20.68	1.32	0.52	0.66	0.13
1975-1978						
Male	46.62	20.61	1.14	0.50	0.57	0.07
Female	53.38	20.90	1.62	0.62	0.89	0.11
1979-1982						
Male	49.26	21.10	1.27	0.56	0.64	0.08
Female	50.74	21.27	1.67	0.60	0.97	0.10
1982†						
Male	48.24	21.32	1.28	0.61	0.62	0.05
Female	51.76	21.62	1.62	0.60	0.91	0.11
1987						
Male	48.41	22.64	1.24	0.56	0.60	0.08
Female	51.59	22.89	1.60	0.48	0.93	0.19

Table 11-3 – Average Number of Course Credits Earned by High School Graduates in Fine Arts by Race/Ethnicity, 1969 to 1987

	Share of HS Grad Pop	Total HS Credits	All Fine Arts Credits	Arts & Crafts Credits	Music Credits	Drama/ Dance Credits
1969						
Asian	2.81	22.87	1.03	0.49	0.36	0.18
Black	18.62	20.73	1.31	0.49	0.63	0.19
Hispanic	1.38	21.77	1.69	0.98	0.44	0.26
White	76.59	20.30	1.13	0.47	0.59	0.07
Other/Unknown	0.59	20.25	1.28	0.64	0.60	0.03
1975-1978						
Black	10.68	20.28	1.23	0.54	0.61	0.08
Hispanic	4.07	21.31	1.37	0.82	0.50	0.05
Non-Blk/Hisp	85.25	20.80	1.42	0.56	0.77	0.09
1979-1982						
Black	13.57	20.59	1.25	0.52	0.66	0.07
Hispanic	4.83	21.36	1.32	0.69	0.57	0.06
Non-Blk/Hisp	81.60	21.28	1.52	0.58	0.85	0.09
1982†						
Asian	1.50	22.13	1.33	0.67	0.6	0.05
Black	11.30	21.24	1.25	0.56	0.63	0.06
Hispanic	11.89	21.17	1.30	0.65	0.57	0.08
Nat Am	1.15	21.42	1.69	0.83	0.81	0.05
White	74.17	21.55	1.51	0.60	0.83	0.08
1987						
Asian	3.08	23.82	1.16	0.57	0.44	0.15
Black	14.11	22.14	1.19	0.43	0.62	0.13
Hispanic	7.37	22.53	1.33	0.68	0.51	0.14
Native Am	0.88	23.15	1.69	0.89	0.71	0.09
White	74.57	22.91	1.49	0.51	0.85	0.13

Table 11-4 -- Average Number of Course Credits Earned by High School Graduates in Fine Arts by PSE Plans, 1975 to 1982

	Share of HS Grad Pop	Total HS Credits	All Fine Arts Credits	Arts & Crafts Credits	Music Credits	Drama/ Dance Credits
1975-1978						
HS Only	29.72	20.15	1.19	0.59	0.53	0.07
Some College	23.27	20.67	1.50	0.70	0.72	0.09
4 Yrs College	29.29	21.10	1.44	0.50	0.85	0.10
GT 4 Yrs Coll	17.72	21.45	1.54	0.48	0.95	0.10
1979-1982						
HS Only	36.13	20.81	1.31	0.66	0.58	0.07
Some College	17.73	21.03	1.47	0.61	0.80	0.07
4 Yrs College	34.81	21.47	1.59	0.53	0.96	0.10
GT 4 Yrs Coll	11.33	21.85	1.60	0.38	1.09	0.13
1982†						
None	19.45	20.75	1.26	0.73	0.48	0.05
Voc/Tech	21.04	21.12	1.42	0.73	0.62	0.07
LT 4 Yrs Coll	19.01	21.45	1.45	0.61	0.75	0.10
BA/BS	22.59	21.95	1.63	0.53	1.00	0.10
Adv Deg	17.90	22.14	1.52	0.42	1.01	0.09

Table 11-5 -- Average Number of Course Credits Earned by High School Graduates in Fine Arts by Grade Level, 1969 to 1987

	Total HS Credits	All Fine Arts Credits	Arts & Crafts Credits	Music Credits	Drama/ Dance Credits
1969					
Grade 9	5.50	0.37	0.17	0.19	0.00
Grade 10	5.40	0.25	0.10	0.14	0.01
Grade 11	5.40	0.29	0.10	0.13	0.06
Grade 12	4.17	0.26	0.11	0.12	0.03
1975-1978					
Grade 9	5.36	0.34	0.12	0.21	0.01
Grade 10	5.47	0.35	0.13	0.19	0.02
Grade 11	5.27	0.35	0.15	0.18	0.03
Grade 12	4.62	0.35	0.16	0.16	0.03
1979-1982					
Grade 9	5.44	0.38	0.14	0.23	0.01
Grade 10	5.54	0.37	0.14	0.21	0.02
Grade 11	5.42	0.36	0.14	0.19	0.03
Grade 12	4.78	0.36	0.15	0.17	0.03
1982†					
Grade 9	5.56	0.40	0.17	0.22	0.01
Grade 10	5.58	0.36	0.14	0.20	0.02
Grade 11	5.43	0.35	0.14	0.18	0.02
Grade 12	4.83	0.34	0.16	0.16	0.02
1987					
Grade 9	4.91	0.34	0.11	0.20	0.02
Grade 10	4.87	0.28	0.09	0.16	0.03
Grade 11	4.87	0.28	0.10	0.14	0.03
Grade 12	4.42	0.29	0.12	0.13	0.03
Grade Unk	3.70	0.23	0.10	0.14	0.02

Table 12-1 -- Average Number of Course Credits Earned by High School Graduates in Different Foreign Language Levels, 1969 to 1987[7]

	HS Grad Pop 000's	Total HS Credits	All Foreign Lang Credits	Foreign Lang Year 1 Credits	Foreign Lang Year 2 Credits	Foreign Lang Year 2 or More Credits	Foreign Lang Year 3 or More Credits	Year Unknown Credits
1969	2,522	20.47	1.57	0.78	0.52	NA	0.27	0.00
1975-1978	2,831	20.77	1.11	0.54	0.34	0.02	0.20	0.01
1979-1982	2,749	21.19	0.92	0.46	0.27	0.02	0.16	0.01
1982†	2,705	21.47	0.97	0.48	0.30	NA	0.19	0.07
1987	2,428	22.77	1.36	0.64	0.42	NA	0.17	NA

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[7] The way in which languages were classified by level differed somewhat by data sets. ETS (1969), HS&B (1982), and NAEP (1987) all classified courses as Yera 1, Year 2, and Year 3 or more. NLS-Youth (1975-78, 1979-82) classified courses in the major foreign languages (Spanish, German, French) as Year 1, Year 2, and Year 3 or more; courses in other languages were classified as Year 1 and Year 2 or more.

Table 12-2 -- Average Number of Course Credits Earned by High School Graduates in Different Foreign Language Levels by Sex, 1969 to 1987

	Share of HS Grad Pop	Total HS Credits	All Foreign Lang Credits	Foreign Lang Year 1 Credits	Foreign Lang Year 2 Credits	Foreign Lang Year 2 or More Credits	Foreign Lang Year 3 or More Credits	Year Unknown Credits
1969								
Male	48.16	20.21	1.38	0.72	0.46	NA	0.20	0.00
Female	51.84	20.68	1.77	0.85	0.58	NA	0.34	0.00
1975-1978								
Male	46.62	20.61	0.94	0.47	0.30	0.03	0.14	0.01
Female	53.38	20.90	1.26	0.60	0.38	0.02	0.24	0.01
1979-1982								
Male	49.26	21.10	0.82	0.41	0.24	0.02	0.13	0.01
Female	50.74	21.27	1.01	0.50	0.30	0.02	0.18	0.01
1982†								
Male	48.24	21.32	0.78	0.41	0.24	NA	0.13	0.04
Female	51.76	21.62	1.14	0.55	0.35	NA	0.24	0.09
1987								
Male	48.41	22.64	1.16	0.55	0.37	NA	0.14	NA
Female	51.59	22.89	1.55	0.72	0.48	NA	0.20	NA

Table 12-3-- Average Number of Course Credits Earned by High School Graduates in Different Foreign Language Levels by Race/Ethnicity, 1969 to 1987

	Share of HS Grad Pop	Total HS Credits	All Foreign Lang Credits	Foreign Lang Year 1 Credits	Foreign Lang Year 2 Credits	Foreign Lang Year 2 or More Credits	Foreign Lang Year 3 or More Credits	Year Unknown Credits
1969								
Asian	2.81	22.87	2.16	0.78	0.71	NA	0.61	0.06
Black	18.62	20.73	0.95	0.53	0.29	NA	0.13	0.00
Hispanic	1.38	21.77	1.07	0.51	0.32	NA	0.23	0.00
White	76.59	20.30	1.71	0.85	0.57	NA	0.29	0.00
Other/Unknown	0.59	20.25	1.23	0.59	0.42	NA	0.22	0.00
1975-1978								
Black	10.68	20.28	0.66	0.39	0.21	0.01	0.04	0.01
Hispanic	4.07	21.31	1.28	0.64	0.34	0.02	0.21	0.02
Non-Blk/Hisp	85.25	20.80	1.16	0.55	0.36	0.02	0.22	0.01
1979-1982								
Black	13.57	20.59	0.57	0.37	0.15	0.00	0.05	0.00
Hispanic	4.83	21.36	1.17	0.58	0.30	0.01	0.16	0.03
Non-Blk/Hisp	81.60	21.28	0.96	0.47	0.29	0.03	0.17	0.01
1982†								
Asian	1.50	22.13	1.87	0.96	0.54	NA	0.37	0.11
Black	11.30	21.24	0.71	0.43	0.20	NA	0.08	0.02
Hispanic	11.89	21.17	0.75	0.43	0.20	NA	0.12	0.04
Nat Am	1.15	21.42	0.43	0.25	0.13	NA	0.05	0.03
White	74.17	21.55	1.03	0.49	0.32	NA	0.21	0.07
1987								
Asian	3.08	23.82	2.48	0.86	0.63	NA	0.31	NA
Black	14.11	22.14	1.09	0.55	0.34	NA	0.12	NA
Hispanic	7.37	22.53	1.48	0.63	0.38	NA	0.13	NA
Native Am	0.88	23.15	0.75	0.47	0.20	NA	0.05	NA
White	74.57	22.91	1.35	0.65	0.44	NA	0.17	NA

Table 12-4-- Average Number of Course Credits Earned by High School Graduates in Different Foreign Language Levels by PSE Plans, 1969 to 1982

	Share of HS Grad Pop	Total HS Credits	All Foreign Lang Credits	Foreign Lang Year 1 Credits	Foreign Lang Year 2 Credits	Foreign Lang Year 2 or More Credits	Foreign Lang Year 3 or More Credits	Year Unknown Credits
1975-1978								
HS Only	29.72	20.15	0.47	0.29	0.13	0.01	0.04	0.00
Some College	23.27	20.67	0.84	0.49	0.24	0.02	0.08	0.01
4 Yrs College	29.29	21.10	1.47	0.72	0.45	0.03	0.25	0.01
GT 4 Yrs Coll	17.72	21.45	1.98	0.73	0.66	0.04	0.53	0.02
1979-1982								
HS Only	36.13	20.81	0.38	0.24	0.10	0.00	0.03	0.00
Some College	17.73	21.03	0.76	0.44	0.20	0.01	0.08	0.00
4 Yrs College	34.81	21.47	1.34	0.61	0.43	0.03	0.25	0.01
GT 4 Yrs Coll	11.33	21.85	1.63	0.73	0.44	0.08	0.37	0.01
1982†								
None	19.45	20.75	0.30	0.20	0.07	NA	0.03	0.01
Voc/Tech	21.04	21.12	0.44	0.28	0.11	NA	0.05	0.02
LT 4 Yrs Coll	19.01	21.45	0.93	0.50	0.29	NA	0.14	0.05
BA/BS	22.59	21.95	1.44	0.68	0.49	NA	0.27	0.09
Adv Deg	17.90	22.14	1.77	0.75	0.56	NA	0.46	0.18

Table 12-5-- Average Number of Course Credits Earned by High School Graduates in Different Foreign Language Levels by Grade Level, 1969 to 1987

	Total HS Credits	All Foreign Lang Credits	Foreign Lang Year 1 Credits	Foreign Lang Year 2 Credits	Foreign Lang Year 2 or More Credits	Foreign Lang Year 3 or More Credits	Year Unknown Credits
1969							
Grade 9	5.50	0.55	0.51	0.03	NA	0.00	0.00
Grade 10	5.40	0.54	0.16	0.35	NA	0.02	0.00
Grade 11	5.40	0.34	0.09	0.09	NA	0.16	0.00
Grade 12	4.17	0.14	0.02	0.04	NA	0.10	0.00
1975-1978							
Grade 9	5.36	0.36	0.30	0.05	0.00	0.00	0.00
Grade 10	5.47	0.38	0.13	0.19	0.01	0.04	0.00
Grade 11	5.27	0.25	0.08	0.07	0.00	0.09	0.00
Grade 12	4.62	0.13	0.02	0.04	0.00	0.06	0.00
1979-1982							
Grade 9	5.44	0.31	0.26	0.04	0.00	0.01	0.00
Grade 10	5.54	0.30	0.11	0.14	0.01	0.04	0.00
Grade 11	5.42	0.22	0.07	0.06	0.01	0.07	0.00
Grade 12	4.78	0.10	0.02	0.03	0.00	0.04	0.00
1982†							
Grade 9	5.56	0.31	0.26	0.05	NA	0.00	0.00
Grade 10	5.58	0.31	0.11	0.16	NA	0.03	0.01
Grade 11	5.43	0.23	0.08	0.06	NA	0.07	0.02
Grade 12	4.83	0.12	0.03	0.03	NA	0.02	0.04
1987							
Grade 9	4.91	0.32	0.26	0.04	NA	0.00	NA
Grade 10	4.87	0.36	0.14	0.17	NA	0.03	NA
Grade 11	4.87	0.31	0.11	0.09	NA	0.08	NA
Grade 12	4.42	0.16	0.03	0.06	NA	0.03	NA
Grade Unk	3.70	0.21	0.10	0.06	NA	0.03	NA

Table 13-1-- Average Number of Course Credits Earned by High School Graduates in Different Foreign Languages, 1969 to 1987

	HS Grad Pop 000's	Total HS Credits	All Foreign Lang Credits	French Credits	Spanish Credits	Latin Credits	German Credits	Other Credits	ESL Credits
1969	2,522	20.47	1.57	0.59	0.60	0.18	0.17	0.03	0.03
1975-1978	2,831	20.77	1.11	0.34	0.55	0.06	0.14	0.02	0.00
1979-1982	2,749	21.19	0.92	0.27	0.47	0.04	0.12	0.02	0.01
1982†	2,705	21.47	0.97	0.29	0.50	0.05	0.09	0.02	0.01
1987	2,428	22.77	1.36	0.41	0.70	0.06	0.11	0.04	0.04

Table 13-2-- Average Number of Course Credits Earned by High School Graduates in Different Foreign Languages by Sex, 1969 to 1987

	Share of HS Grad Pop	Total HS Credits	All Foreign Lang Credits	French Credits	Spanish Credits	Latin Credits	German Credits	Other Credits	ESL Credits
1969									
Male	48.16	20.21	1.38	0.42	0.57	0.17	0.19	0.03	0.00
Female	51.84	20.68	1.77	0.76	0.64	0.19	0.14	0.04	0.00
1975-1978									
Male	46.62	20.61	0.94	0.22	0.50	0.06	0.15	0.01	0.00
Female	53.38	20.90	1.26	0.44	0.60	0.05	0.14	0.02	0.01
1979-1982									
Male	49.26	21.10	0.82	0.17	0.45	0.04	0.15	0.02	0.01
Female	50.74	21.27	1.01	0.36	0.49	0.04	0.10	0.02	0.00
1982†									
Male	48.24	21.32	0.78	0.21	0.42	0.04	0.08	0.02	0.01
Female	51.76	21.62	1.14	0.36	0.59	0.06	0.10	0.03	0.01
1987									
Male	48.41	22.64	1.16	0.30	0.60	0.06	0.12	0.04	0.04
Female	51.59	22.89	1.55	0.51	0.79	0.07	0.09	0.04	0.05

Table 13-3-- Average Number of Course Credits Earned by High School Graduates in Different Foreign Languages by Race/Ethnicity, 1969 to 1987

	Share of HS Grad Pop	Total HS Credits	All Foreign Lang Credits	French Credits	Spanish Credits	Latin Credits	German Credits	Other Credits	ESL Credits
1969									
Asian	2.81	22.87	2.16	0.92	0.63	0.06	0.49	0.06	0.00
Black	18.62	20.73	0.95	0.34	0.53	0.04	0.04	0.00	0.00
Hispanic	1.38	21.77	1.07	0.19	0.81	0.00	0.07	0.00	0.00
White	76.59	20.30	1.71	0.65	0.62	0.22	0.18	0.04	0.00
Other/Unknown	0.59	20.25	1.23	0.35	0.49	0.15	0.24	0.00	0.00
1975-1978									
Black	10.68	20.28	0.66	0.21	0.40	0.02	0.01	0.01	0.00
Hispanic	4.07	21.31	1.28	0.19	0.96	0.04	0.04	0.07	0.06
Non-Blk/Hisp	85.25	20.80	1.16	0.36	0.55	0.06	0.17	0.02	0.00
1979-1982									
Black	13.57	20.59	0.57	0.16	0.38	0.02	0.02	0.00	0.00
Hispanic	4.83	21.36	1.17	0.19	0.83	0.02	0.00	0.12	0.10
Non-Blk/Hisp	81.60	21.28	0.96	0.29	0.47	0.04	0.15	0.02	0.00
1982†									
Asian	1.50	22.13	1.87	0.55	0.73	0.07	0.18	0.20	0.14
Black	11.30	21.24	0.71	0.19	0.43	0.06	0.01	0.01	0.00
Hispanic	11.89	21.17	0.75	0.12	0.55	0.01	0.02	0.02	0.03
Nat Am	1.15	21.42	0.43	0.13	0.21	0.01	0.06	0.02	0.02
White	74.17	21.55	1.03	0.33	0.51	0.05	0.11	0.02	0.00
1987									
Asian	3.08	23.82	2.48	0.65	0.99	0.09	0.14	0.53	0.55
Black	14.11	22.14	1.09	0.29	0.68	0.04	0.04	0.03	0.03
Hispanic	7.37	22.53	1.48	0.22	0.82	0.02	0.02	0.25	0.27
Native Am	0.88	23.15	0.75	0.17	0.51	0.00	0.05	0.00	0.00
White	74.57	22.91	1.35	0.43	0.68	0.08	0.12	0.00	0.00

Table 13-4-- Average Number of Course Credits Earned by High School Graduates in Different Foreign Languages by PSE Plans, 1969 to 1982

	Share of HS Grad Pop	Total HS Credits	All Foreign Lang Credits	French Credits	Spanish Credits	Latin Credits	German Credits	Other Credits	ESL Credits
1975-1978									
HS Only	29.72	20.15	0.47	0.09	0.27	0.03	0.08	0.00	0.00
Some College	23.27	20.67	0.84	0.24	0.43	0.04	0.10	0.03	0.00
4 Yrs College	29.29	21.10	1.47	0.47	0.74	0.09	0.15	0.02	0.01
GT 4 Yrs Coll	17.72	21.45	1.98	0.68	0.89	0.08	0.30	0.04	0.01
1979-1982									
HS Only	36.13	20.81	0.38	0.10	0.22	0.01	0.04	0.01	0.00
Some College	17.73	21.03	0.76	0.20	0.41	0.02	0.10	0.03	0.01
4 Yrs College	34.81	21.47	1.34	0.40	0.68	0.04	0.19	0.04	0.01
GT 4 Yrs Coll	11.33	21.85	1.63	0.51	0.76	0.13	0.22	0.01	0.00
1982†									
None	19.45	20.75	0.30	0.07	0.18	0.01	0.03	0.02	0.01
Voc/Tech	21.04	21.12	0.44	0.11	0.27	0.01	0.03	0.01	0.00
LT 4 Yrs Coll	19.01	21.45	0.93	0.24	0.54	0.03	0.09	0.03	0.01
BA/BS	22.59	21.95	1.44	0.44	0.76	0.08	0.12	0.03	0.01
Adv Deg	17.90	22.14	1.77	0.61	0.79	0.12	0.20	0.04	0.01

Table 13-5– Average Number of Course Credits Earned by High School Graduates in Different Foreign Languages by Grade Level, 1969 to 1987

	Total HS Credits	All Foreign Lang Credits	French Credits	Spanish Credits	Latin Credits	German Credits	Other Credits	ESL Credits
1969								
Grade 9	5.50	0.55	0.22	0.20	0.07	0.05	0.01	0.00
Grade 10	5.40	0.54	0.20	0.21	0.06	0.06	0.01	0.00
Grade 11	5.40	0.34	0.12	0.14	0.03	0.04	0.01	0.00
Grade 12	4.17	0.14	0.05	0.06	0.02	0.02	0.00	0.00
1975-78								
Grade 9	5.36	0.36	0.11	0.18	0.02	0.05	0.01	0.00
Grade 10	5.47	0.38	0.11	0.20	0.02	0.05	0.00	0.00
Grade 11	5.27	0.25	0.08	0.12	0.01	0.03	0.01	0.00
Grade 12	4.62	0.13	0.04	0.06	0.01	0.02	0.00	0.00
1979-1982								
Grade 9	5.44	0.31	0.08	0.16	0.01	0.04	0.01	0.00
Grade 10	5.54	0.30	0.08	0.15	0.01	0.04	0.01	0.00
Grade 11	5.42	0.22	0.07	0.11	0.01	0.03	0.00	0.00
Grade 12	4.78	0.10	0.03	0.05	0.00	0.01	0.00	0.00
1982†								
Grade 9	5.56	0.31	0.09	0.17	0.01	0.03	0.01	0.00
Grade 10	5.58	0.31	0.09	0.17	0.01	0.03	0.01	0.00
Grade 11	5.43	0.23	0.07	0.11	0.01	0.02	0.01	0.00
Grade 12	4.83	0.12	0.04	0.06	0.01	0.01	0.00	0.00
1987								
Grade 9	4.91	0.32	0.10	0.16	0.01	0.02	0.01	0.01
Grade 10	4.87	0.36	0.11	0.19	0.02	0.03	0.01	0.01
Grade 11	4.87	0.31	0.10	0.16	0.02	0.02	0.00	0.01
Grade 12	4.42	0.16	0.06	0.08	0.01	0.01	0.00	0.00
Grade Unk	3.70	0.21	0.04	0.11	0.00	0.03	0.02	0.01

Table 14-1– Percentage of High School Graduates with Credits Earned in Mathematics, 1969 to 1987

	HS Grad Pop 000's	Total HS Credits	All Math Percent	Basic Math Percent	General Math Percent	Applied Math Percent	Pre Algebra Percent	Algebra Percent	Geometry Percent	Calculus Percent	Advanced Other Percent
1969	2,522	20.47	99.18	30.03	21.29	3.03	0.00	73.23	51.29	1.05	42.19
1975-1978	2,831	20.77	97.72	14.86	30.12	7.59	8.68	61.01	46.92	2.37	36.84
1979-1982	2,749	21.19	98.66	8.78	35.16	11.39	8.99	64.22	47.99	2.98	40.90
1982†	2,705	21.47	99.12	9.14	34.82	16.15	20.91	55.63	45.59	4.61	40.72
1987	2,428	22.77	99.83	11.56	26.89	31.01	22.19	65.61	58.71	6.49	48.59

Table 15-1– Percentage of High School Graduates with Credits Earned in Science Subjects, 1969 to 1987

	HS Grad Pop 000's	Avg Total HS Credits	All Science Percent	Science Survey Percent	All Biology Percent	All Chemistry Percent	All Physics Percent
1969	2,522	20.47	99.79	71.55	86.14	36.75	13.36
1975-1978	2,831	20.77	97.98	51.08	83.56	35.85	33.51
1979-1982	2,749	21.19	98.25	49.89	79.63	33.29	36.69
1982†	2,705	21.47	97.59	70.18	79.31	32.19	16.93
1987	2,428	22.77	99.43	72.18	89.39	42.66	20.14

Table 16-1– Percentage of High School Graduates with Credits Earned in English, 1969 to 1987

	HS Grad Pop 000's	Total HS Credits	All English Percent	English Survey Percent	English Lit Percent	English Comp Percent	Speech Percent
1969	2,522	20.47	100.00	99.90	2.03	8.09	17.38
1975-1978	2,831	20.77	100.00	98.30	43.07	32.46	20.46
1979-1982	2,749	21.19	100.00	98.27	41.99	36.61	23.67
1982†	2,705	21.47	100.00	98.16	45.41	33.92	19.90
1987	2,428	22.77	100.00	99.52	29.60	24.99	19.28

Table 17-1-- Percentage of High School Graduates with Credits Earned in Social Studies, 1969 to 1987

	HS Grad Pop 000's	Total HS Credits	All Soc St Percent	Soc St Am Hist Percent	Soc St World Hist Percent	Soc St Am Govt Percent	Soc St Soc Sci Percent
1969	2,522	20.47	99.98	98.71	78.27	86.97	41.17
1975-1978	2,831	20.77	99.68	93.43	52.60	61.15	75.73
1979-1982	2,749	21.19	99.84	94.37	52.27	61.69	78.53
1982†	2,705	21.47	99.96	88.26	42.81	63.67	80.85
1987	2,428	22.77	99.92	93.15	46.75	72.77	81.90

Table 18-1-- Percentage of by High School Graduates with Credits Earned in Fine Arts, 1969 to 1987

	HS Grad Pop 000's	Total HS Credits	All Fine Arts Percent	Arts & Crafts Percent	Music Percent	Drama/ Dance Percent
1969	2,522	20.47	63.28	35.30	36.36	8.55
1975-1978	2,831	20.77	66.93	41.23	36.03	10.93
1979-1982	2,749	21.19	68.04	43.24	36.15	10.65
1982†	2,705	21.47	68.02	45.20	35.56	8.45
1987	2,428	22.77	67.09	40.98	34.76	12.49

Table 19-1-- Percentage of by High School Graduates with Credits Earned in Foreign Languages, 1969 to 1987

	HS Grad Pop 000's	Total HS Credits	All Foreign Lang Percent	Foreign Lang Year 1 Percent	Foreign Lang Year 2 Percent	Foreign Lang Year 2 or More Percent	Foreign Lang Year 3 or More Percent	Year Unknown Percent	French Percent	Spanish Percent	Latin Percent	German Percent	Other Percent	ESL Percent
1969	2,522	20.47	65.76	63.08	47.81	NA	19.11	0.25	26.64	29.80	10.24	7.98	1.99	0.09
1975-1978	2,831	20.77	54.31	48.50	33.88	2.04	14.40	1.14	16.64	30.34	3.87	6.89	1.54	0.28
1979-1982	2,749	21.19	49.21	43.57	26.66	1.46	11.33	0.83	14.72	28.20	2.21	6.31	1.43	0.42
1982†	2,705	21.47	49.33	44.20	28.92	NA	13.61	5.68	15.95	29.29	3.32	4.58	1.64	0.42
1987	2,428	22.77	63.61	58.78	41.40	NA	17.22	NA	20.12	38.43	3.65	5.27	1.71	1.81

Table 20-1– Percentage of High School Graduates with Credits Earned in All Academics, 1969 to 1987

	HS Grad Pop 000's	All Math Percent	All Science Percent	All English Percent	All Soc St Percent	All Fine Arts Percent	All Foreign Lang Percent
1969	2,522	99.18	99.79	100.00	99.98	63.28	65.76
1975-1978	2,831	97.65	98.09	100.00	99.71	66.87	56.70
1979-1982	2,749	98.66	98.25	100.00	99.84	68.04	49.21
1982†	2,705	99.12	97.59	100.00	99.96	68.02	49.33
1987	2,428	99.83	99.43	100.00	99.92	67.09	63.61

Table 21-1-- Percentage Distribution of High School Graduates by Number of Credits Earned in Mathematics,1969 to 1987

	<1 Credit	1 Credit	2 Credits	3 Credits	4 Credits	5 Credits	6 Credits	7 Credits	8+ Credits
1969	0.8	18.4	31.1	31.9	16.2	1.1	0.4	0.0	0.0
1975-1978	2.3	19.8	33.3	26.1	16.4	2.0	0.2	0.0	0.0
1979-1982	1.4	16.5	35.0	26.7	18.6	1.6	0.1	0.0	0.1
1982†	1.3	18.7	35.0	25.2	17.0	2.5	0.2	0.0	0.0
1987	0.2	4.8	24.7	32.8	27.6	8.5	1.3	0.1	0.0

Table 21-2-- Percentage Distribution of High School Graduates by Number of Credits Earned in Mathematics by Sex, 1969 to 1987

	<1 Credit	1 Credit	2 Credits	3 Credits	4 Credits	5 Credits	6 Credits	7 Credits	8+ Credits
1969									
Male	0.5	12.1	26.2	35.7	23.5	1.6	0.4	0.0	0.1
Female	1.2	23.8	35.8	28.7	9.5	0.7	0.3	0.1	0.0
1975-1978									
Male	1.4	16.6	30.8	27.5	20.5	3.0	0.2	0.0	0.0
Female	3.0	22.6	35.5	24.9	12.7	1.2	0.1	0.0	0.0
1979-1982									
Male	1.1	15.3	31.8	25.7	23.0	2.7	0.3	0.0	0.1
Female	1.7	17.7	38.1	27.7	14.3	0.5	0.0	0.0	0.0
1982†									
Male	1.0	17.2	34.3	24.9	19.2	3.1	0.2	0.1	0.0
Female	1.6	20.2	35.6	25.4	14.9	2.0	0.3	0.0	0.0
1987									
Male	0.1	4.6	24.2	32.0	27.9	9.2	1.8	0.2	0.0
Female	0.2	5.1	25.2	33.6	27.2	7.9	0.8	0.1	0.0

Table 22-1-- **Percentage Distribution of High School Graduates by Number of Credits Earned in Science,1969 to 1987**

	<1 Credit	1 Credit	2 Credits	3 Credits	4 Credits	5 Credits	6 Credits	7 Credits	8+ Credits
1969	0.2	18.7	47.2	25.3	7.7	0.6	0.1	0.1	0.0
1975-1978	2.0	23.5	36.0	23.2	10.7	4.0	0.5	0.1	0.1
1979-1982	1.7	26.0	38.3	19.9	10.1	3.0	0.8	0.0	0.1
1982†	3.5	28.4	38.0	17.4	9.8	2.4	0.4	0.1	0.0
1987	0.6	13.3	40.8	25.2	14.7	4.2	0.8	0.2	0.1

Table 22-2-- **Percentage Distribution of High School Graduates by Number of Credits Earned in Science Subjects by Sex, 1960 to 1987**

	<1 Credit	1 Credit	2 Credits	3 Credits	4 Credits	5 Credits	6 Credits	7 Credits	8+ Credits
1969									
Male	0.3	15.4	43.0	29.3	10.7	1.0	0.2	1.0	0.0
Female	0.1	21.8	50.7	22.0	4.9	0.3	0.1	0.0	0.0
1975-1978									
Male	1.5	20.7	33.8	24.7	13.7	4.8	0.4	0.2	0.1
Female	2.5	25.9	37.8	21.8	8.0	3.4	0.5	0.0	0.1
1979-1982									
Male	2.1	24.5	35.5	21.4	11.6	4.2	0.7	0.0	0.0
Female	1.3	27.6	41.0	18.5	8.6	1.9	0.9	0.1	0.1
1982†									
Male	3.9	26.9	36.0	18.8	11.1	2.7	0.5	0.1	0.0
Female	3.2	29.9	39.8	16.1	8.6	2.0	0.3	0.1	0.0
1987									
Male	0.8	13.6	39.4	24.2	15.8	4.6	1.0	0.3	0.2
Female	0.3	13.0	42.1	26.1	13.7	3.8	0.6	0.2	0.1

Table 23-1-- Percentage Distribution of High School Graduates by Number of Credits Earned in Mathematics and Science,1969 to 1987

	<1 Credit	1 Credit	2 Credits	3 Credits	4 Credits	5 Credits	6 Credits	7 Credits	8 Credits	9 Credits	10+ Credits
1969	0.0	0.3	7.6	15.7	23.7	21.1	15.9	11.8	3.2	0.3	0.4
1975-1978	0.1	2.4	9.8	17.6	21.2	16.3	14.3	8.6	5.6	3.2	0.9
1979-1982	0.1	1.2	9.5	18.3	22.0	17.0	13.0	9.8	5.8	2.4	0.9
1982†	0.2	1.9	10.6	18.9	22.4	16.0	11.8	9.0	6.0	2.3	0.9
1987	0.0	0.2	2.3	8.6	19.1	20.6	17.1	13.9	10.5	5.1	2.6

Table 23-2-- Percentage Distribution of High School Graduates by Number of Credits Earned in Mathematics and Science by Sex, 1969 to 1987

	<1 Credit	1 Credit	2 Credits	3 Credits	4 Credits	5 Credits	6 Credits	7 Credits	8 Credits	9 Credits	10+ Credits
1969											
Male	0.0	0.1	4.3	11.3	20.5	22.5	18.8	16.9	4.7	0.4	0.5
Female	0.0	0.5	10.6	19.3	26.9	20.1	13.2	7.1	1.7	0.2	0.4
1975-1978											
Male	0.0	1.2	7.7	16.0	20.7	15.4	16.5	9.5	7.7	4.1	1.2
Female	0.1	3.4	11.7	19.1	21.7	17.1	12.4	7.8	3.9	2.3	0.6
1979-1982											
Male	0.1	0.7	9.4	16.5	20.2	15.9	13.2	12.0	7.6	3.3	1.0
Female	0.1	1.7	9.6	20.0	23.8	18.1	12.7	7.8	4.0	1.5	0.8
1982†											
Male	0.1	1.9	9.4	18.3	21.1	16.5	12.0	9.8	6.6	3.1	1.1
Female	0.2	2.0	11.6	19.5	23.6	15.5	11.7	8.1	5.3	1.6	0.9
1987											
Male	0.0	0.2	2.3	8.6	19.0	19.8	16.0	14.0	10.8	5.7	3.4
Female	0.0	0.1	2.4	8.5	19.3	21.4	18.1	13.9	10.1	4.5	1.7

Table 24-1-- Percentage Distribution of High School Graduates by Number of Credits Earned in English,1969 to 1987

	<1 Credit	1 Credit	2 Credits	3 Credits	4 Credits	5 Credits	6 Credits	7 Credits	8+ Credits
1969	0.2	1.5	16.5	53.0	23.5	4.0	0.7	0.3	0.1
1975-1978	0.4	5.2	27.0	53.1	11.6	1.6	0.7	0.3	0.0
1979-1982	0.0	0.4	3.6	25.7	53.3	12.9	2.9	0.5	0.7
1982†	0.1	0.6	4.9	31.0	49.3	10.3	2.7	0.8	0.3
1987	0.1	0.3	1.6	13.8	61.5	17.8	3.4	1.0	0.1

Table 24-2- Percentage Distribution of High School Graduates by Number of Credits Earned in English by Sex, 1969 to 1987

	<1 Credit	1 Credit	2 Credits	3 Credits	4 Credits	5 Credits	6 Credits	7 Credits	8+ Credits
1969									
Male	0.0	0.3	1.1	14.4	53.6	25.1	4.1	0.8	0.3
Female	0.0	0.2	1.7	17.7	52.7	22.6	4.1	0.7	0.3
1975-1978									
Male	0.0	0.0	6.0	24.9	56.4	9.5	1.6	1.1	0.5
Female	0.0	0.8	4.6	28.8	50.3	13.5	1.6	0.5	0.1
1979-1982									
Male	0.0	0.2	3.2	25.2	54.6	13.0	2.6	0.3	0.9
Female	0.0	0.6	4.0	26.2	52.0	12.7	3.2	0.7	0.5
1982†									
Male	0.2	0.7	5.0	32.2	48.6	9.9	2.2	0.8	0.3
Female	0.0	0.5	4.8	29.9	49.9	10.6	3.1	0.8	0.4
1987									
Male	0.1	0.3	1.7	14.3	61.8	17.5	3.0	0.9	0.3
Female	0.1	0.3	1.4	13.4	61.1	18.2	3.9	1.1	0.5

Table 25-1-- Percentage Distribution of High School Graduates by Number of Credits Earned in Social Studies,1969 to 1987

	<1 Credit	1 Credit	2 Credits	3 Credits	4 Credits	5 Credits	6 Credits	7 Credits	8+ Credits
1969	0.0	0.4	8.0	44.8	41.9	4.3	0.5	0.3	0.1
1975-1978	0.3	1.6	16.8	42.5	29.4	7.7	1.3	0.2	0.2
1979-1982	0.2	1.2	18.9	43.8	26.7	7.4	1.3	0.4	0.0
1982†	0.1	3.5	25.7	42.9	22.5	4.3	0.7	0.2	0.0
1987	0.1	0.7	12.5	41.2	32.8	10.3	2.1	0.4	0.1

Table 25-2-- Percentage Distribution of High School Graduates by Number of Credits Earned in Social Studies by Sex, 1969 to 1987

	<1 Credit	1 Credit	2 Credits	3 Credits	4 Credits	5 Credits	6 Credits	7 Credits	8+ Credits
1969									
Male	0.0	0.3	8.2	46.2	39.6	4.8	0.5	0.2	1.0
Female	0.1	0.3	7.6	42.7	44.5	3.8	0.6	0.3	0.0
1975-1978									
Male	0.4	2.2	16.9	40.6	28.1	9.4	1.9	0.4	0.2
Female	0.3	1.0	16.7	44.2	30.5	6.3	0.7	0.1	0.1
1979-1982									
Male	0.3	1.3	19.7	41.2	27.2	8.3	1.2	0.7	0.0
Female	0.0	1.2	18.1	46.3	26.2	6.6	1.4	0.1	0.0
1982†									
Male	0.1	3.7	26.5	41.7	22.4	4.4	0.8	0.3	0.1
Female	0.1	3.3	24.9	44.0	22.6	4.3	0.6	0.1	0.0
1987									
Male	0.1	0.6	13.7	41.3	31.7	9.9	2.1	0.4	0.1
Female	0.1	0.8	11.4	40.9	33.8	10.6	2.2	0.3	0.1

Table 26-1-- Percentage Distribution of High School Graduates by Number of Credits Earned in Fine Arts,1969 to 1987

	<1 Credit	1 Credit	2 Credits	3 Credits	4 Credits	5 Credits	6 Credits	7 Credits	8+ Credits
1969	37.9	29.9	14.2	8.5	5.9	2.2	0.9	0.3	0.2
1975-1978	36.0	28.9	15.1	8.7	6.7	3.1	2.3	0.6	0.6
1979-1982	34.6	26.5	14.5	9.5	6.7	4.6	1.7	1.0	0.9
1982†	42.6	23.8	12.9	8.6	6.8	2.7	1.3	0.6	0.7
1987	34.1	27.9	15.8	8.1	7.4	3.4	1.7	0.8	0.7

Table 26-2-- Percentage Distribution of High School Graduates by Number of Credits Earned in Fine Arts by Sex, 1969 to 1987

	<1 Credit	1 Credit	2 Credits	3 Credits	4 Credits	5 Credits	6 Credits	7 Credits	8+ Credits
1969									
Male	45.2	28.2	12.2	6.7	4.6	1.8	0.7	0.3	0.2
Female	31.4	31.5	16.2	9.8	7.2	2.4	1.1	0.3	0.2
1975-1978									
Male	44.9	25.3	13.8	5.4	5.2	2.7	1.7	0.4	0.6
Female	28.2	28.2	16.2	11.7	8.0	3.4	2.8	0.8	0.6
1979-1982									
Male	41.0	25.6	13.4	6.7	5.9	4.1	1.3	0.7	1.1
Female	28.2	27.3	15.6	12.2	7.5	5.0	2.1	1.3	0.6
1982†									
Male	47.9	22.9	12.2	6.9	5.5	2.2	1.3	0.4	0.7
Female	37.6	24.5	13.6	10.2	8.1	3.2	1.2	0.8	0.7
1987									
Male	38.9	28.0	15.1	6.9	5.7	2.5	1.3	0.7	0.7
Female	29.6	27.7	16.4	9.1	9.0	4.3	2.2	0.9	0.7

Table 27-1-- Percentage Distribution of High School Graduates by Number of Credits Earned in Foreign Languages,1969 to 1987

	<1 Credit	1 Credit	2 Credits	3 Credits	4 Credits	5 Credits	6 Credits	7 Credits	8+ Credits
1969	34.3	14.1	25.7	15.2	8.4	1.1	0.8	0.2	0.1
1975-1978	45.7	17.9	20.9	10.8	3.8	0.5	0.2	0.1	0.0
1979-1982	51.6	19.9	17.5	7.9	2.7	0.4	0.1	0.0	0.0
1982[†]	53.6	16.5	17.8	7.9	3.4	0.5	0.2	0.0	0.0
1987	36.5	19.7	23.9	11.7	6.1	1.1	0.4	0.2	0.3

Table 27-2-- Percentage Distribution of High School Graduates by Number of Credits Earned in Foreign Languages by Sex, 1969 to 1987

	<1 Credit	1 Credit	2 Credits	3 Credits	4 Credits	5 Credits	6 Credits	7 Credits	8+ Credits
1969									
Male	38.7	14.2	25.4	14.5	6.1	0.5	0.4	1.0	0.0
Female	29.4	14.0	26.4	16.0	10.7	1.7	1.3	0.3	0.3
1975-1978									
Male	52.3	15.8	20.3	8.6	2.9	0.0	0.0	0.0	0.0
Female	40.0	19.8	21.5	12.6	4.6	0.9	0.3	0.3	0.0
1979-1982									
Male	57.7	16.1	15.8	7.5	2.2	0.5	0.1	0.0	0.0
Female	45.7	23.5	19.1	8.2	3.2	0.4	0.0	0.0	0.0
1982[†]									
Male	61.1	14.0	16.0	6.1	2.3	0.2	0.2	0.0	0.0
Female	46.5	18.8	19.5	9.6	4.5	0.8	0.2	0.1	0.1
1987									
Male	43.9	17.8	22.5	10.1	4.4	0.7	0.3	0.2	0.3
Female	29.6	21.6	25.2	13.2	7.8	1.5	0.6	0.2	0.4

Table 27-1-- Percentage Distribution of High School Graduates by Number of Credits Earned in Foreign Languages,1969 to 1987

	<1 Credit	1 Credit	2 Credits	3 Credits	4 Credits	5 Credits	6 Credits	7 Credits	8+ Credits
1969	34.3	14.1	25.7	15.2	8.4	1.1	0.8	0.2	0.1
1975-1978	45.7	17.9	20.9	10.8	3.8	0.5	0.2	0.1	0.0
1979-1982	51.6	19.9	17.5	7.9	2.7	0.4	0.1	0.0	0.0
1982†	53.6	16.5	17.8	7.9	3.4	0.5	0.2	0.0	0.0
1987	36.5	19.7	23.9	11.7	6.1	1.1	0.4	0.2	0.3

Table 27-2-- Percentage Distribution of High School Graduates by Number of Credits Earned in Foreign Languages by Sex, 1969 to 1987

	<1 Credit	1 Credit	2 Credits	3 Credits	4 Credits	5 Credits	6 Credits	7 Credits	8+ Credits
1969									
Male	38.7	14.2	25.4	14.5	6.1	0.5	0.4	1.0	0.0
Female	29.4	14.0	26.4	16.0	10.7	1.7	1.3	0.3	0.3
1975-1978									
Male	52.3	15.8	20.3	8.6	2.9	0.0	0.0	0.0	0.0
Female	40.0	19.8	21.5	12.6	4.6	0.9	0.3	0.3	0.0
1979-1982									
Male	57.7	16.1	15.8	7.5	2.2	0.5	0.1	0.0	0.0
Female	45.7	23.5	19.1	8.2	3.2	0.4	0.0	0.0	0.0
1982†									
Male	61.1	14.0	16.0	6.1	2.3	0.2	0.2	0.0	0.0
Female	46.5	18.8	19.5	9.6	4.5	0.8	0.2	0.1	0.1
1987									
Male	43.9	17.8	22.5	10.1	4.4	0.7	0.3	0.2	0.3
Female	29.6	21.6	25.2	13.2	7.8	1.5	0.6	0.2	0.4

SERIES C: VOCATIONAL COURSEWORK PATTERNS 1969 to 1987

Table 29-1– Average Number of Course Credits Earned by High School Graduates in Different Vocational Areas, 1969 to 1987

	HS Grad Pop 000's	Total HS Credits	Total Voc Ed Credits	Total Voc. Ed Less CE Credits	Consum HomeEc Credits	Total GLM Prep Credits	Total Sp Mk Prep Credits	Spec Lab Mkt 1st Crs Credits	Spec Lab Mkt 2nd Crs Credits	Spec Lab Mkt 1 or 2 Crs Credits	Speciality Courses Credits
1969	2,522	20.47	3.67	3.36	0.48	1.10	2.10	1.01	0.68	0.05	0.36
1975-1978	2,831	20.77	4.50	4.12	0.67	1.26	2.57	1.50	0.48	0.28	0.31
1979-1982	2,749	21.19	4.89	4.48	0.69	1.27	2.93	1.61	0.59	0.40	0.33
1982†	2,705	21.47	4.64	4.44	0.68	1.02	2.94	1.77	0.92	NA	0.26
1987	2,428	22.77	4.44	4.29	0.60	0.93	2.90	1.90	0.80	NA	0.20

Table 29-2– Average Number of Course Credits Earned by High School Graduates in Different Vocational Areas by Sex, 1969 to 1987

	Share of HS Grad Pop	Total HS Credits	Total Voc Ed Credits	Total Voc. Ed Less CE Credits	Consum HomeEc Credits	Total GLM Prep Credits	Total Sp Mk Prep Credits	Spec Lab Mkt 1st Crs Credits	Spec Lab Mkt 2nd Crs Credits	Spec Lab Mkt 1 or 2 Crs Credits	Speciality Courses Credits
1969											
Male	48.14	20.21	3.37	3.16	0.05	0.91	2.41	1.27	0.85	0.07	0.22
Female	51.86	20.68	3.92	3.56	0.88	1.23	1.81	0.77	0.52	0.02	0.50
1975-1978											
Male	46.63	20.61	4.34	4.03	0.21	1.11	3.02	1.57	0.54	0.46	0.44
Female	53.37	20.90	4.64	4.19	1.06	1.40	2.18	1.44	0.44	0.11	0.19
1979-1982											
Male	49.26	21.10	4.77	4.38	0.30	1.15	3.33	1.64	0.60	0.66	0.43
Female	50.74	21.27	5.00	4.58	1.07	1.38	2.55	1.59	0.58	0.16	0.23
1982†											
Male	48.68	21.32	4.63	4.44	0.31	0.96	3.36	2.04	1.03	NA	0.29
Female	51.32	21.62	4.66	4.50	1.03	1.07	2.56	1.51	0.82	NA	0.23
1987											
Male	48.41	22.64	4.52	4.38	0.33	0.90	3.29	2.19	0.91	NA	0.19
Female	51.59	22.89	4.36	4.22	0.86	0.95	2.55	1.63	0.70	NA	0.22

Table 29-3-- Average Number of Course Credits Earned by High School Graduates in Different Vocational Areas by Race/Ethnicity, 1969 to 1987

	Share of HS Grad Pop	Total HS Credits	Total Voc Ed Credits	Total Voc. Ed Less CE Credits	Consum HomeEc Credits	Total GLM Prep Credits	Total Sp Mk Prep Credits	Spec Lab Mkt 1st Crs Credits	Spec Lab Mkt 2nd Crs Credits	Spec Lab Mkt 1 or 2 Crs Credits	Speciality Courses Credits
1969											
Asian	2.81	22.87	3.77	2.97	0.22	1.55	2.00	1.06	0.46	0.03	0.44
Black	18.62	20.73	4.76	4.02	0.70	1.55	2.51	1.14	0.76	0.06	0.56
Hispanic	1.38	21.77	5.10	4.01	0.42	1.90	2.78	1.40	0.72	0.04	0.62
White	76.59	20.30	3.38	3.21	0.44	0.95	1.99	0.97	0.66	0.04	0.31
Other/Unknown	0.59	20.25	3.96	3.45	0.32	1.67	1.98	1.29	0.35	0.00	0.33
1975-1978											
Black	10.68	20.28	4.66	4.30	0.96	1.23	2.48	1.49	0.40	0.26	0.32
Hispanic	4.07	21.31	4.69	4.06	0.77	1.46	2.46	1.32	0.43	0.41	0.31
Non-Blk/Hisp	85.25	20.80	4.47	4.10	0.62	1.26	2.59	1.51	0.50	0.27	0.31
1979-1982											
Black	13.57	20.59	4.78	4.30	0.86	1.32	2.59	1.36	0.48	0.47	0.28
Hispanic	4.83	21.36	4.87	4.04	0.59	1.61	2.66	1.50	0.59	0.28	0.28
Non-Blk/Hisp	81.60	21.28	4.91	4.54	0.66	1.24	3.01	1.66	0.61	0.40	0.34
1982†											
Asian	1.50	22.13	3.14	2.85	0.29	0.92	1.94	1.16	0.56	NA	0.21
Black	11.30	21.24	4.83	3.91	0.92	1.04	2.87	1.67	0.91	NA	0.28
Hispanic	11.89	21.17	5.27	4.40	0.87	1.15	3.26	1.97	1.05	NA	0.23
Nat Am	1.15	21.42	5.11	4.57	0.54	1.10	3.46	2.21	1.01	NA	0.24
White	74.17	21.55	4.54	3.91	0.63	0.99	2.91	1.75	0.90	NA	0.26
1987											
Asian	3.08	23.82	2.92	2.81	0.35	0.71	1.86	1.20	0.42	NA	0.24
Black	14.11	22.14	4.47	4.27	0.73	0.98	2.77	1.85	0.74	NA	0.19
Hispanic	7.37	22.53	4.29	4.03	0.61	0.98	2.71	1.72	0.81	NA	0.17
Native Am	0.88	23.15	4.70	4.65	0.64	0.87	3.19	2.11	0.82	NA	0.25
White	74.57	22.91	4.52	4.41	0.60	0.94	2.99	1.95	0.83	NA	0.20

Table 29-4— Average Number of Course Credits Earned by High School Graduates in Different Vocational Areas by Sex and Race/Ethnicity, 1975 to 1987

	Share of HS Grad Pop	Total HS Credits	Total Voc Ed Credits	Total Voc. Ed Less CE Credits	Consum HomeEc Credits	Total GLM Prep Credits	Total Sp Mk Prep Credits	Spec Lab Mkt 1st Crs Credits	Spec Lab Mkt 2nd Crs Credits	Spec Lab Mkt 1 or 2 Crs Credits	Speciality Courses Credits
1969											
Male											
Asian	1.35	23.20	3.27	2.81	0.00	0.99	2.28	1.53	0.44	0.07	0.23
Black	8.22	20.32	4.16	3.60	0.09	1.10	2.97	1.59	0.92	0.10	0.35
Hispanic	0.88	21.56	4.62	3.96	0.02	1.26	3.34	1.93	0.84	0.07	0.50
White	37.79	20.04	3.18	3.06	0.04	0.86	2.28	1.18	0.85	0.06	0.19
Female											
Asian	1.16	22.74	4.20	3.05	0.42	2.17	1.61	0.54	0.42	0.00	0.66
Black	9.74	21.07	5.20	4.36	1.20	1.86	2.14	0.73	0.65	0.02	0.75
Hispanic	0.50	22.14	6.20	4.49	1.12	2.85	2.24	0.66	0.62	0.00	0.96
White	39.91	20.51	3.57	3.37	0.82	1.02	1.73	0.78	0.49	0.03	0.43
1975-1978											
Male											
Black	4.49	20.27	4.14	3.89	0.34	1.06	2.74	1.50	0.42	0.43	0.40
Hispanic	1.69	21.34	4.67	4.09	0.37	1.27	3.03	1.41	0.46	0.77	0.38
Non-Blk/Hisp	40.46	20.62	4.35	4.05	0.19	1.11	3.05	1.58	0.56	0.46	0.45
Female											
Black	6.18	20.29	5.04	4.60	1.41	1.36	2.28	1.49	0.39	0.14	0.27
Hispanic	2.38	21.29	4.71	4.04	1.05	1.59	2.06	1.25	0.40	0.15	0.26
Non-Blk/Hisp	44.80	20.97	4.58	4.15	1.02	1.39	2.17	1.44	0.44	0.11	0.18
1979-1982											
Male											
Black	6.34	20.62	4.60	4.07	0.38	1.31	2.91	1.40	0.43	0.76	0.33
Hispanic	2.36	21.35	4.53	3.85	0.30	1.28	2.95	1.48	0.61	0.50	0.36
Non-Blk/Hisp	40.57	21.16	4.81	4.46	0.28	1.11	3.42	1.68	0.63	0.65	0.45
Female											
Black	7.23	20.56	4.93	4.50	1.29	1.34	2.30	1.33	0.53	0.21	0.24
Hispanic	2.47	21.36	5.18	4.21	0.87	1.93	2.38	1.53	0.58	0.06	0.21
Non-Blk/Hisp	41.03	21.39	5.00	4.61	1.04	1.36	0.75	1.64	0.58	0.16	0.23

Table 29-4-- Average Number of Course Credits Earned by High School Graduates in Different Vocational Areas by Sex and Race/Ethnicity, 1975 to 1987 (continued)

	Share of HS Grad Pop	Total HS Credits	Total Voc Ed Credits	Total Voc. Ed Less CE Credits	Consum HomeEc Credits	Total GLM Prep Credits	Total Sp Mk Prep Credits	Spec Lab Mkt 1st Crs Credits	Spec Lab Mkt 2nd Crs Credits	Spec Lab Mkt 1 or 2 Crs Credits	Speciality Courses Credits
1982†											
Male											
Asian	0.83	21.92	3.28	2.89	0.18	0.92	2.18	1.31	0.57	NA	0.31
Black	4.94	21.13	4.59	4.57	0.51	0.99	3.09	1.88	0.96	NA	0.25
Hispanic	6.48	20.99	5.14	5.00	0.41	1.05	3.68	2.25	1.15	NA	0.27
Nat Am	0.75	21.46	5.10	4.94	0.21	1.10	3.79	2.54	1.06	NA	0.20
White	35.27	21.39	4.55	4.40	0.27	0.94	3.34	2.03	1.02	NA	0.30
Female											
Asian	0.67	22.38	2.97	2.69	0.42	0.92	1.63	0.98	0.55	NA	0.10
Black	6.32	21.32	5.02	4.81	1.24	1.08	2.70	1.51	0.87	NA	0.31
Hispanic	5.41	21.39	5.43	5.16	1.42	1.26	2.75	1.64	0.92	NA	0.19
Nat Am	5.41	21.39	5.43	5.16	1.42	1.26	2.75	1.64	0.92	NA	0.19
White	38.90	21.36	5.11	4.89	1.12	1.11	2.88	1.63	0.93	NA	0.33
1987											
Male											
Asian	1.39	23.84	2.75	1.68	0.24	0.64	1.87	1.17	0.43	NA	0.28
Black	6.55	22.03	4.19	4.01	0.47	0.91	2.81	1.96	0.72	NA	0.13
Hispanic	3.63	22.37	4.22	3.96	0.39	0.91	2.91	1.90	0.87	NA	0.15
Nat Am	0.44	22.93	4.81	4.76	0.32	0.70	3.79	2.51	1.11	NA	0.17
White	36.25	22.79	4.70	4.57	0.31	0.93	3.46	2.30	0.97	NA	0.18
Female											
Asian	1.72	23.81	3.06	2.96	0.44	0.77	1.85	1.23	0.41	NA	0.20
Black	7.58	22.24	4.71	4.49	0.96	1.03	2.73	1.75	0.75	NA	0.23
Hispanic	3.73	22.68	4.36	4.11	0.81	1.04	2.51	1.56	0.75	NA	0.19
Nat Am	0.48	23.36	4.60	4.54	0.94	1.03	2.64	1.75	0.56	NA	0.32
White	38.23	23.01	4.36	4.25	0.87	0.95	2.54	1.63	0.70	NA	0.19

Table 29-5– Average Number of Course Credits Earned by High School Graduates in Different Vocational Areas by Sex and PSE Plans, 1975 to 1982

	Share of HS Grad Pop	Total HS Credits	Total Voc Ed Credits	Total Voc. Ed Less CE Credits	Consum HomeEc Credits	Total GLM Prep Credits	Total Sp Mk Prep Credits	Spec Lab Mkt 1st Crs Credits	Spec Lab Mkt 2nd Crs Credits	Spec Lab Mkt 1 or 2 Crs Credits	Speciality Courses Credits
1975-1978											
Male											
High School Only	30.43	20.18	6.01	5.56	0.24	1.43	4.34	1.99	0.84	0.93	0.58
Some College	20.40	20.30	5.24	4.88	0.22	1.32	3.71	1.92	0.70	0.47	0.62
4 Yrs College	28.77	20.78	3.45	3.21	0.20	0.91	2.35	1.42	0.34	0.23	0.36
GT 4 Yrs College	20.40	21.39	2.22	2.08	0.16	0.72	1.34	0.84	0.20	0.11	0.20
Female											
High School Only	29.10	20.12	6.16	5.65	1.45	1.68	3.02	1.98	0.60	0.21	0.23
Some College	25.78	20.92	5.01	4.46	1.14	1.49	2.37	1.60	0.49	0.09	0.20
4 Yrs College	29.75	21.36	3.62	3.28	0.82	1.15	1.65	1.06	0.33	0.08	0.18
GT 4 Yrs College	15.38	21.52	3.15	2.81	0.67	1.14	1.34	0.89	0.24	0.03	0.17
1979-1982											
Male											
High School Only	36.95	20.59	6.33	5.81	0.37	0.20	4.53	2.00	0.82	1.20	0.52
Some College	14.10	21.09	5.56	5.18	0.24	0.11	4.17	1.89	0.76	0.82	0.69
4 Yrs College	35.79	21.39	3.54	3.23	0.28	0.09	2.30	1.41	0.40	0.24	0.25
GT 4 Yrs College	13.16	21.88	2.86	2.66	0.18	0.08	1.86	0.98	0.38	0.10	0.40
Female											
High School Only	35.34	21.03	6.35	5.87	1.37	1.61	3.37	2.02	0.75	0.29	0.31
Some College	21.23	20.99	5.70	5.25	1.28	1.46	2.96	1.95	0.65	0.12	0.24
4 Yrs College	33.87	21.56	3.81	3.41	0.78	1.22	1.81	1.14	0.44	0.08	0.15
GT 4 Yrs College	9.57	21.81	2.74	2.47	0.52	0.97	1.25	0.80	0.27	0.04	0.15

Table 29-5– Average Number of Course Credits Earned by High School Graduates in Different Vocational Areas by Sex and PSE Plans, 1975 to 1982 (continued)

	Share of HS Grad Pop	Total HS Credits	Total Voc Ed Credits	Total Voc. Ed Less CE Credits	Consum HomeEc Credits	Total GLM Prep Credits	Total Sp Mk Prep Credits	Spec Lab Mkt 1st Crs Credits	Spec Lab Mkt 2nd Crs Credits	Spec Lab Mkt 1 or 2 Crs Credits	Speciality Courses Credits
1982†											
Male											
None	22.62	20.63	5.92	5.62	0.38	1.13	4.41	2.56	1.50	NA	0.35
Voc/Tech/	21.38	21.08	6.08	5.88	0.38	1.06	4.64	2.82	1.52	NA	0.30
LT 4 Yrs Coll	16.37	21.17	4.48	4.30	0.35	0.93	3.20	1.97	0.90	NA	0.33
BA/BS	22.20	21.74	3.41	3.31	0.25	0.85	2.30	1.44	0.59	NA	0.27
Adv Deg	17.43	22.09	2.71	2.61	0.17	0.76	1.78	1.15	0.46	NA	0.17
Female											
None	16.47	20.89	6.44	6.24	1.51	1.31	3.62	2.12	1.19	NA	0.30
Voc/Tech/	20.71	21.16	5.79	5.60	1.41	1.11	3.26	1.91	1.11	NA	0.24
LT 4 Yrs Coll	21.48	21.65	4.91	4.70	0.98	1.20	2.74	1.61	0.88	NA	0.26
BA/BS	23.02	22.14	3.44	3.33	0.72	0.92	1.79	1.07	0.52	NA	0.19
Adv Deg	18.32	22.17	2.96	2.86	0.61	0.80	1.56	0.95	0.44	NA	0.17

Table 29-6-- Average Number of Course Credits Earned by High School Graduates in Different Vocational Areas by Plans Next Year, 1969 to 1982

	Share of HS Grad Pop	Total HS Credits	Total Voc Ed Credits	Total Voc. Ed Less CE Credits	Consum HomeEc Credits	Total GLM Prep Credits	Total Sp Mk Prep Credits	Spec Lab Mkt 1st Crs Credits	Spec Lab Mkt 2nd Crs Credits	Spec Lab Mkt 1 or 2 Crs Credits	Speciality Courses Credits
1969											
Full Time Work	1.22	19.92	5.31	5.04	1.72	1.37	2.22	0.99	0.60	0.00	0.63
2-Year Coll	13.47	20.91	4.24	3.76	0.48	1.37	2.39	1.14	0.71	0.02	0.52
4-Year Coll	41.40	20.77	2.19	1.97	0.24	0.79	1.16	0.58	0.36	0.04	0.18
Other Training	7.76	19.83	4.78	4.62	0.92	1.15	2.71	1.28	0.83	0.09	0.51
Other	35.15	20.11	4.87	4.50	0.62	1.31	2.93	1.41	1.00	0.05	0.48
1982†											
Full Time Work	30.96	21.59	5.94	5.70	1.01	1.59	3.34	2.05	1.13	NA	0.15
2-Year Coll	15.01	20.69	5.00	4.22	0.69	0.87	3.44	1.87	1.48	NA	0.09
4-Year Coll	35.02	22.26	4.77	2.99	0.20	1.62	2.94	1.63	0.59	NA	0.72
Other Training	8.54	20.44	5.73	5.45	0.90	1.19	3.63	1.70	1.48	NA	0.45
Other	10.48	19.87	4.80	4.77	0.57	1.65	2.58	1.37	1.21	NA	0.00

Table 29-7-- Average Number of Course Credits Earned by High School Graduates in Different Vocational Areas by Grade Level, 1969 to 1987[8]

	Total HS Credits	Total Voc Ed Credits	Total Voc. Ed Less CE Credits	Consum HomeEc Credits	Total GLM Prep Credits	Total Sp Mk Prep Credits	Spec Lab Mkt 1st Crs Credits	Spec Lab Mkt 2nd Crs Credits	Spec Lab Mkt 1 or 2 Crs Credits	Speciality Courses Credits
1969										
Grade 9	5.50	0.57	0.51	0.18	0.18	0.20	0.17	0.00	0.01	0.02
Grade 10	5.40	0.82	0.81	0.11	0.33	0.39	0.29	0.04	0.00	0.05
Grade 11	5.40	1.17	1.11	1.10	0.30	0.77	0.37	0.31	0.01	0.09
Grade 12	4.17	1.12	0.98	0.09	0.28	0.75	0.18	0.32	0.02	0.22
1975-1978										
Grade 9	5.36	0.68	0.65	0.19	0.27	0.23	0.18	0.01	0.01	0.03
Grade 10	5.47	0.92	0.87	0.13	0.36	0.42	0.25	0.07	0.04	0.05
Grade 11	5.27	1.34	1.23	0.14	0.32	0.88	0.51	0.16	0.11	0.10
Grade 12	4.62	1.54	1.36	0.20	0.31	1.03	0.54	0.25	0.12	0.12
1979-1982										
Grade 9	5.44	0.71	0.66	0.17	0.28	0.27	0.21	0.02	0.02	0.03
Grade 10	5.54	0.99	0.95	0.13	0.36	0.50	0.29	0.09	0.06	0.06
Grade 11	5.42	1.46	1.35	0.16	0.30	1.00	0.53	0.19	0.17	0.11
Grade 12	4.78	1.72	1.52	0.22	0.33	1.17	0.59	0.29	0.16	0.13
1982†										
Grade 9	5.56	0.71	0.68	0.17	0.25	0.29	0.24	0.02	NA	0.02
Grade 10	5.58	0.95	0.92	0.13	0.33	0.49	0.35	0.10	NA	0.04
Grade 11	5.43	1.38	1.34	0.17	0.21	0.99	0.61	0.30	NA	0.08
Grade 12	4.83	1.59	1.51	0.21	0.22	1.15	0.55	0.49	NA	0.11
1987										
Grade 9	4.91	0.58	0.56	0.12	0.23	0.23	0.20	0.01	NA	0.01
Grade 10	4.87	0.74	0.73	0.09	0.27	0.38	0.27	0.09	NA	0.02
Grade 11	4.87	1.06	1.04	0.12	0.15	0.79	0.56	0.18	NA	0.05
Grade 12	4.42	1.32	1.27	0.17	0.14	1.01	0.55	0.38	NA	0.08
Grade Unk	3.70	0.74	0.69	0.10	0.14	0.49	0.32	0.14	NA	0.04

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[8] Approximately 20 percent of all courses in the NAEP transcript file (1987) were missing the grade level variable. As a result, the 1987 estimates of credits earned by grade level include a category for grade unknown.

Table 29-6-- Average Number of Course Credits Earned by High School Graduates in Different Vocational Areas by High School Grades, 1969 to 1987

	Total HS Credits	Total Voc Ed Credits	Total Voc. Ed Less CE Credits	Consum HomeEc Credits	Total GLM Prep Credits	Total Sp Mk Prep Credits	Spec Lab Mkt 1st Crs Credits	Spec Lab Mkt 2nd Crs Credits	Spec Lab Mkt 1 or 2 Crs Credits	Speciality Courses Credits
1969										
Mostly A	21.81	1.76	1.51	0.24	0.75	0.77	0.37	0.21	0.02	0.17
Mostly B	21.20	3.30	2.93	0.41	1.12	1.78	0.80	0.60	0.03	0.35
Mostly C	19.82	4.29	4.00	0.59	1.14	2.56	1.25	0.82	0.06	0.43
Below C	18.57	4.37	4.23	0.51	1.11	2.75	1.52	0.84	0.10	0.28
1975-1978										
Mostly A	21.60	3.40	3.09	0.55	1.04	1.81	1.19	0.34	0.10	0.19
Mostly B	21.12	4.44	4.03	0.69	1.38	2.38	1.41	0.42	0.23	0.32
Mostly C	20.23	5.04	4.64	0.72	1.32	2.99	1.69	0.59	0.36	0.37
Below C	19.76	5.33	4.79	0.32	1.33	3.68	1.62	0.48	1.18	0.40
1979-1982										
Mostly A	22.15	3.79	3.47	0.60	1.08	2.11	1.35	0.47	0.12	0.18
Mostly B	21.78	4.59	4.19	0.63	1.29	2.66	1.59	0.53	0.21	0.34
Mostly C	20.59	5.44	4.99	0.74	1.34	3.36	1.72	0.66	0.59	0.39
Below C	19.46	5.72	5.35	0.97	1.13	3.62	2.11	0.61	0.79	0.11
1982†										
Mostly A	22.54	3.24	3.15	0.51	0.84	1.89	1.16	0.56	NA	0.17
Mostly B	21.95	4.40	4.16	0.64	0.97	2.78	1.64	0.90	NA	0.25
Mostly C	21.00	5.25	5.03	0.76	1.10	3.39	2.04	1.05	NA	0.30
Below C	19.62	5.03	4.80	0.79	1.07	3.17	1.99	0.94	NA	0.24
1987										
Mostly A	24.39	2.77	2.70	0.36	0.72	1.70	1.15	0.41	NA	0.14
Mostly B	23.51	3.90	3.78	0.52	0.88	2.50	1.65	0.67	NA	0.19
Mostly C	22.09	4.78	4.63	0.66	0.95	3.17	2.07	0.89	NA	0.21
Below C	20.18	4.83	4.64	0.61	0.91	3.31	2.19	0.89	NA	0.22

Table 30-1-- Percentage of High School Graduates in Different Vocational Areas, 1969 to 1987

	HS Grad Pop 000's	Total Voc Ed Percent	Total Voc. Ed Less CE Percent	Consum HomeEc Percent	Total GLM Prep Percent	Total Sp Mk Prep Percent	Spec Lab Mkt 1st Crs Percent	Spec Lab Mkt 2nd Crs Percent	Spec Lab Mkt 1 or 2 Crs Percent	Speciality Courses Percent
1969	2,522	91.94	NA	31.76	76.07	72.34	61.29	37.99	4.77	31.70
1975 - 1978	2,831	96.73	96.06	48.61	83.13	82.66	72.58	31.13	13.09	24.23
1979 - 1982	2,749	97.70	97.26	51.80	82.27	85.38	75.61	36.84	17.03	25.18
1982†	2,705	97.77	NA	50.19	78.80	86.73	79.12	46.95	NA	22.77
1987	2,428	97.80	97.58	47.18	78.59	88.52	83.19	42.89	NA	20.49

Table 30-2-- Percentage of High School Graduates in Different Vocational Areas by Sex, 1969 to 1987

	Share of HS Grad Pop	Total Voc Ed Percent	Total Voc Ed Less CE Percent	Consum HomeEc Avg Percent	Total GLM Prep Percent	Total Sp Mk Prep Percent	Spec Lab Mkt 1st Crs Percent	Spec Lab Mkt 2nd Crs Percent	Spec Lab Mkt 1 or 2 Crs Percent	Speciality Courses Percent
1969										
Male	48.14	90.76	NA	6.92	66.82	77.09	72.01	37.95	6.62	22.49
Female	51.86	92.91	NA	55.22	84.53	68.04	51.58	38.43	3.06	40.56
1975-1978										
Male	46.63	96.44	95.72	27.99	76.19	85.74	76.38	31.02	21.16	31.71
Female	53.37	96.98	96.35	66.63	89.18	79.96	69.27	31.23	6.04	17.70
1979-1982										
Male	49.26	97.23	96.76	34.82	74.32	87.94	78.98	34.87	27.22	30.07
Female	50.74	98.15	97.74	68.30	89.98	82.89	72.33	38.75	7.13	20.43
1982†										
Male	48.24	97.56	NA	34.07	71.30	89.55	83.56	48.61	NA	24.15
Female	51.76	97.97	NA	65.22	85.79	84.11	74.99	45.41	NA	21.48
1987										
Male	48.41	97.95	97.68	34.51	73.96	91.37	87.45	46.32	NA	19.90
Female	51.59	97.66	97.48	59.08	82.92	85.82	79.18	39.69	NA	20.99

Table 30-3-- Percentage of High School Graduates In Different Vocational Areas by Race/Ethnicity, 1969 to 1987

	Share of HS Grad Pop	Total Voc Ed Percent	Total Voc Ed Less CE Percent	Consum HomeEc Avg Percent	Total GLM Prep Percent	Total Sp Mk Prep Percent	Spec Lab Mkt 1st Crs Percent	Spec Lab Mkt 2nd Crs Percent	Spec Lab Mkt 1 or 2 Crs Percent	Speciality Courses Percent
1969										
Asian	2.81	98.11	NA	18.36	81.62	80.34	61.39	33.54	3.79	34.10
Black	18.62	97.63	NA	39.63	81.64	86.38	67.99	49.32	5.36	43.60
Hispanic	1.38	100.00	NA	27.81	82.89	86.34	71.13	45.52	2.68	44.21
White	76.59	90.17	NA	30.48	74.36	68.38	59.45	35.33	4.74	28.57
Other/Unknown	0.59	97.15	NA	26.35	82.89	79.21	67.44	35.24	0.00	26.38
1975-1978										
Black	10.68	97.99	97.99	62.94	78.58	85.14	70.11	28.17	9.44	20.26
Hispanic	4.07	97.57	97.57	58.08	87.99	84.12	71.35	33.10	18.55	28.21
Non-Blk/Hisp	85.25	96.53	95.74	46.37	83.46	82.28	72.95	31.41	13.28	24.54
1979-1982										
Black	13.57	97.87	97.34	58.23	78.54	83.82	68.37	33.62	14.80	23.02
Hispanic	4.83	99.09	97.74	50.33	89.18	89.09	80.58	40.75	14.05	26.55
Non-Blk/Hisp	81.60	97.59	97.21	50.82	82.48	85.42	76.52	37.14	17.58	25.46
1982†										
Asian	1.50	96.07	NA	35.05	78.39	78.02	70.26	41.02	NA	18.09
Black	11.30	99.29	NA	61.14	76.50	87.70	79.43	45.06	NA	20.05
Hispanic	11.89	98.83	NA	56.44	77.19	89.98	82.25	49.63	NA	21.53
Nat Am	1.15	99.39	NA	50.66	84.83	93.38	87.86	57.42	NA	19.45
White	74.17	97.35	NA	47.79	79.35	86.09	78.57	46.66	NA	23.46
1987										
Asian	3.08	93.84	93.16	37.37	71.07	82.78	70.54	33.36	NA	24.74
Black	14.11	98.69	98.49	53.62	77.70	88.33	82.93	39.04	NA	15.11
Hispanic	7.37	97.97	97.60	51.48	76.66	89.30	82.20	46.04	NA	20.47
Native Am	0.88	98.43	98.43	51.14	77.97	92.22	87.25	41.72	NA	22.57
White	74.57	97.82	97.60	46.17	79.40	88.23	83.33	43.52	NA	20.53

Table 30-4-- Percentage of High School Graduates in Different Vocational Areas by High School Grades, 1969 to 1987

	Share of HS Grad Pop	Total Voc Ed Percent	Total Voc Ed Less CE Percent	Consum HomeEc Avg Percent	Total GLM Prep Percent	Total Sp Mk Prep Percent	Spec Lab Mkt 1st Crs Percent	Spec Lab Mkt 2nd Crs Percent	Spec Lab Mkt 1 or 2 Crs Percent	Speciality Courses Percent
1969										
Mostly A	9.21	74.42	NA	20.38	59.60	38.73	27.60	14.28	3.29	14.41
Mostly B	39.82	89.19	NA	29.74	76.28	63.81	52.11	33.78	2.90	28.68
Mostly C	44.17	96.79	NA	36.45	78.69	83.63	72.70	45.59	5.79	37.88
Below C	6.80	100.00	NA	28.42	79.96	93.68	85.65	45.05	10.84	32.38
1975-1978										
Mostly A	24.84	93.25	92.30	44.17	81.76	70.86	60.52	25.69	6.36	16.31
Mostly B	22.88	96.41	95.14	50.48	83.42	83.43	74.21	29.69	10.72	24.28
Mostly C	50.44	98.60	98.46	50.51	83.94	87.82	77.69	34.51	16.99	28.13
Below C	1.84	96.36	92.27	33.38	75.58	90.91	75.30	29.86	26.45	23.58
1979-1982										
Mostly A	21.54	94.18	94.32	49.40	83.83	73.24	66.19	30.73	5.77	16.94
Mostly B	23.52	97.69	97.28	50.11	84.39	86.49	75.31	35.54	12.10	25.64
Mostly C	53.42	98.71	98.42	53.06	81.44	89.84	79.46	40.23	23.67	28.66
Below C	1.52	98.05	97.46	67.66	56.47	83.19	78.53	24.18	19.45	12.52
1982†										
Mostly A	15.72	94.31	NA	38.37	80.24	75.69	66.63	34.59	NA	17.77
Mostly B	32.89	97.53	NA	47.95	79.55	85.26	76.60	46.09	NA	23.36
Mostly C	45.68	98.98	NA	55.43	78.47	91.48	84.90	81.83	NA	24.54
Below C	5.71	99.10	NA	53.69	73.17	87.69	81.83	47.49	NA	18.94
1987										
Mostly A	13.99	93.95	93.73	33.05	73.14	78.42	71.97	30.20	NA	16.16
Mostly B	32.11	97.35	97.06	44.52	79.70	87.29	81.37	39.98	NA	20.75
Mostly C	47.82	99.02	98.82	52.42	79.69	91.61	86.78	47.68	NA	21.39
Below C	6.08	99.51	99.42	52.46	76.60	93.94	90.42	49.79	NA	21.98

Table 30-5-- Percentage of High School Graduates in Different Vocational Areas by Grade Level, 1969 to 1987

	Total Voc Ed Percent	Total Voc Ed Less CE Percent	Consum HomeEc Avg Percent	Total GLM Prep Percent	Total Sp Mk Prep Percent	Spec Lab Mkt 1st Crs Percent	Spec Lab Mkt 2nd Crs Percent	Spec Lab Mkt 1 or 2 Crs Percent	Speciality Courses Percent
1969									
Grade 9	56.51	NA	20.79	20.70	22.18	18.89	0.14	1.16	2.38
Grade 10	61.46	NA	11.01	35.97	30.01	22.56	4.18	0.45	6.20
Grade 11	66.70	NA	9.85	30.07	49.58	29.56	22.97	0.65	7.57
Grade 12	72.73	NA	11.52	28.39	55.12	21.20	26.47	2.76	22.37
1975-1978									
Grade 9	61.50	59.46	20.57	31.69	24.08	20.25	0.55	1.38	3.89
Grade 10	67.23	65.33	15.73	38.19	35.75	26.29	7.33	3.66	5.87
Grade 11	76.10	73.16	16.69	33.08	56.56	41.37	14.35	7.30	9.88
Grade 12	79.24	74.55	25.14	29.15	60.48	41.83	18.46	6.31	11.83
1979-1982									
Grade 9	64.35	62.34	20.51	32.74	27.68	23.19	1.99	2.56	3.74
Grade 10	72.94	71.05	16.60	39.28	42.62	29.03	10.00	5.29	7.82
Grade 11	78.11	75.37	19.68	31.17	60.49	41.97	16.65	8.89	9.33
Grade 12	82.39	78.62	27.50	30.52	65.61	44.87	20.48	8.90	12.15
1982†									
Grade 9	64.13	NA	19.57	29.44	29.43	25.59	3.12	NA	2.74
Grade 10	70.44	NA	16.07	35.54	42.16	31.91	11.27	NA	5.24
Grade 11	77.93	NA	19.81	23.45	61.31	45.93	22.98	NA	8.40
Grade 12	80.05	NA	25.92	22.59	66.47	44.17	30.79	NA	12.28
1987									
Grade 9	53.36	52.01	13.75	27.45	24.61	22.03	1.86	NA	2.41
Grade 10	59.00	57.85	11.86	30.42	34.48	26.21	9.20	NA	3.57
Grade 11	62.54	61.85	14.23	17.44	50.19	40.21	15.07	NA	5.71
Grade 12	66.54	65.68	19.23	15.46	56.89	41.30	23.07	NA	8.73

Table 31-1-- Average Number of Course Credits Earned by High School Graduates in Specific Labor Market Preparation Subjects, 1969 to 1987

	HS Grad Pop 000's	Total HS Credits	Total Voc Ed Credits	Total Voc Ed Less CE Credits	Agric Credits	All Bus Credits	Bus Mg Credits	Bus Sup Credits	Mk Dist Credits	Health Credit	OHE Credits	All T&I Credits	T&I Constr Credits	T&I Mech Credits	T&I Prec Credits	Tech Comm Credits
1969	2,522	20.47	3.67	3.36	0.06	0.94	0.20	0.75	0.05	0.00	0.08	0.95	0.05	0.12	0.78	0.00
1975-1978	2,831	20.77	4.50	4.12	0.15	0.95	0.22	0.73	0.13	0.04	0.12	0.99	0.11	0.23	0.63	0.09
1979-1982	2,749	21.19	4.89	4.48	0.22	0.96	0.21	0.75	0.20	0.06	0.15	1.18	0.15	0.30	0.69	0.08
1982†	2,705	21.47	4.64	4.47	0.21	1.03	0.22	0.81	0.16	0.05	0.17	1.07	0.13	0.26	0.67	0.11
1987	2,428	22.77	4.44	4.29	0.19	0.97	0.19	0.78	0.16	0.07	0.19	0.96	0.11	0.22	0.63	0.24

Table 31-2-- Average Number of Course Credits Earned by High School Graduates in Specific Labor Market Preparation Subjects by Sex, 1969 to 1987

	Share of HS Grad Pop	Total HS Credits	Total Voc Ed Credits	Total Voc. Ed Less CE Credits	Agric Credits	All Bus Credits	Bus Mg Credits	Bus Sup Credits	Mk Dist Credits	Health Credit	OHE Credits	All T&I Credits	T&I Constr Credits	T&I Mech Credits	T&I Prec Credits	Tech Comm Credits
1969																
Male	48.16	20.21	3.37	3.16	0.12	0.39	0.18	0.21	0.04	0.00	0.04	1.82	0.09	0.24	1.48	0.00
Female	51.84	20.68	3.92	3.56	0.02	1.48	0.21	1.26	0.06	0.01	0.12	0.13	0.00	0.01	0.12	0.00
1975-1978																
Male	46.62	20.61	4.34	4.03	0.26	0.41	0.20	0.21	0.15	0.01	0.05	1.91	0.23	0.45	1.19	0.11
Female	53.38	20.90	4.64	4.19	0.06	1.43	0.24	1.19	0.12	0.08	0.17	0.19	0.00	0.03	0.13	0.07
1979-1982																
Male	49.26	21.10	4.77	4.38	0.35	0.40	0.18	0.22	0.17	0.01	0.06	2.16	0.30	0.59	1.21	0.09
Female	50.74	21.27	5.00	4.58	0.09	1.51	0.24	1.26	0.23	0.11	0.24	0.23	0.01	0.02	0.17	0.07
1982†																
Male	48.24	21.32	4.83	4.44	0.36	0.48	0.18	0.29	0.14	0.02	0.05	1.99	0.27	0.52	1.20	0.14
Female	51.76	21.62	4.66	4.50	0.08	1.55	0.26	1.29	0.18	0.07	0.29	0.20	0.01	0.02	0.17	0.08
1987																
Male	48.41	22.64	4.52	4.38	0.33	0.57	0.16	0.41	0.13	0.02	0.08	1.74	0.21	0.43	1.09	0.29
Female	51.59	22.89	4.36	4.22	0.07	1.35	0.21	1.14	0.19	0.12	0.29	0.23	0.01	0.02	0.20	0.18

Table 31-3-- **Average Number of Course Credits Earned by High School Graduates in Specific Labor Market Preparation Subjects by Race/Ethnicity, 1969 to 1987**

	Share of HS Grad Pop	Total HS Credits	Total Voc Ed Credits	Total Voc. Ed Less CE Credits	Agric Credits	All Bus Credits	Bus Mg Credits	Bus Sup Credits	Mk Dist Credits	Health Credit	OHE Credits	All T&I Credits	T&I Constr Credits	T&I Mech Credits	T&I Prec Credits	Tech Comm Credits
1969																
Asian	2.81	22.87	3.77	2.97	0.00	0.69	0.06	0.64	0.05	0.00	0.04	1.19	0.00	0.17	1.02	0.02
Black	18.62	20.73	4.76	4.02	0.01	1.27	0.30	0.97	0.07	0.00	0.04	1.11	0.02	0.20	0.88	0.00
Hispanic	1.38	21.77	5.10	4.01	0.03	0.95	0.14	0.80	0.10	0.00	0.01	1.67	0.00	0.37	1.31	0.03
White	76.59	20.30	3.38	3.21	0.08	0.87	0.18	0.70	0.05	0.00	0.09	0.89	0.05	0.10	0.74	0.00
Unknown	0.59	20.25	3.96	3.45	0.14	0.85	0.17	0.67	0.00	0.00	0.06	0.93	0.00	0.11	0.82	0.00
1975-1978																
Black	10.68	20.28	4.66	4.30	0.07	0.94	0.23	0.71	0.19	0.08	0.29	0.82	0.12	0.24	0.37	0.04
Hispanic	4.07	21.31	4.69	4.06	0.14	0.86	0.17	0.69	0.11	0.04	0.14	1.05	0.08	0.31	0.63	0.06
Non-Blk/Hisp	85.25	20.80	4.47	4.10	0.17	0.96	0.22	0.74	0.13	0.04	0.09	1.01	0.11	0.22	0.66	0.09
1979-1982																
Black	13.57	20.59	4.78	4.30	0.12	0.86	0.21	0.65	0.20	0.06	0.28	0.94	0.22	0.27	0.40	0.04
Hispanic	4.83	21.36	4.87	4.04	0.13	1.03	0.16	0.87	0.18	0.03	0.10	1.06	0.08	0.32	0.63	0.07
Non-Blk/Hisp	81.60	21.28	4.91	4.54	0.24	0.98	0.22	0.76	0.20	0.06	0.13	1.23	0.15	0.31	0.74	0.09
1982†																
Asian	1.50	22.13	3.14	2.89	0.05	0.59	0.10	0.48	0.04	0.03	0.05	0.88	0.04	0.17	0.64	0.16
Black	11.30	21.24	4.83	4.57	0.09	0.96	0.22	0.74	0.21	0.13	0.23	1.00	0.22	0.19	0.57	0.10
Hispanic	11.89	21.17	5.27	5.00	0.24	0.99	0.20	0.79	0.15	0.06	0.19	1.37	0.17	0.35	0.85	0.07
Nat Am	1.15	21.42	5.11	4.94	0.27	0.71	0.14	0.57	0.12	0.06	0.10	1.88	0.22	0.46	1.19	0.05
White	74.17	21.55	4.54	4.40	0.23	1.06	0.23	0.83	0.16	0.03	0.17	1.01	0.11	0.25	0.65	0.11
1987																
Asian	3.08	23.82	2.92	2.81	0.01	0.65	0.09	0.56	0.16	0.11	0.09	0.44	0.01	0.09	0.34	0.29
Black	14.11	22.14	4.47	4.27	0.10	0.99	0.18	0.81	0.17	0.12	0.26	0.75	0.12	0.18	0.45	0.16
Hispanic	7.37	22.53	4.29	4.03	0.06	0.98	0.11	0.87	0.16	0.08	0.17	0.98	0.09	0.25	0.64	0.13
Native Am	0.88	23.15	4.70	4.65	0.19	1.09	0.36	0.73	0.08	0.09	0.09	1.30	0.23	0.24	0.81	0.21
White	74.57	22.91	4.52	4.41	0.24	0.98	0.19	0.78	0.15	0.07	0.18	1.01	0.11	0.22	0.67	0.26

Table 31-4-- Average Number of Course Credits Earned by High School Graduates in Specific Labor Market Preparation Subjects by High School Grades, 1969 to 1987

	Share of HS Grad Pop	Total HS Credits	Total Voc Ed Credits	Total Voc. Ed Less CE Credits	Agric Credits	All Bus Credits	Bus Mg Credits	Bus Sup Credits	Mk Dist Credits	Health Credit	OHE Credits	All T&I Credits	T&I Constr Credits	T&I Mech Credits	T&I Prec Credits	Tech Comm Credits
1969																
Mostly A	13.03	21.81	1.76	1.51	0.02	0.43	0.05	0.37	0.00	0.00	0.02	0.29	0.00	0.01	0.27	0.01
Mostly B	49.03	21.20	3.30	2.93	0.04	0.43	0.13	0.78	0.05	0.00	0.05	0.72	0.02	0.10	0.59	0.00
Mostly C	36.93	19.82	4.29	4.00	0.07	1.10	0.26	0.84	0.07	0.00	0.11	1.21	0.07	0.16	0.97	0.00
Below C	1.01	18.57	4.37	4.23	0.20	0.80	0.32	0.48	0.05	0.00	0.18	1.51	0.08	0.13	1.31	0.00
1975-1978																
Mostly A	24.83	21.60	3.40	3.09	0.15	0.95	0.22	0.73	0.13	0.04	0.12	0.99	0.11	0.23	0.63	0.09
Mostly B	22.90	21.12	4.44	4.03	0.17	1.09	0.17	0.92	0.04	0.05	0.08	0.79	0.08	0.16	0.53	0.11
Mostly C	50.47	20.23	5.04	4.64	0.19	0.89	0.27	0.62	0.20	0.05	0.16	1.27	0.14	0.32	0.77	0.09
Below C	1.82	19.76	5.33	4.79	0.19	0.70	0.23	0.46	0.26	0.06	0.00	2.37	0.42	0.95	0.89	0.03
1979-1982																
Mostly A	21.54	22.15	3.79	3.47	0.13	1.06	0.18	0.88	0.12	0.04	0.09	0.56	0.06	0.08	0.40	0.07
Mostly B	23.52	21.78	4.59	4.19	0.18	1.13	0.23	0.91	0.13	0.06	0.15	0.82	0.06	0.18	0.57	0.10
Mostly C	53.42	20.59	5.44	4.99	0.26	0.86	0.22	0.64	0.25	0.07	0.17	1.58	0.22	0.44	0.86	0.08
Below C	1.52	19.46	5.72	5.35	0.30	0.50	0.17	0.32	0.57	0.00	0.24	1.72	0.58	0.53	0.58	0.04
1982†																
Mostly A	15.72	22.54	3.24	3.13	0.11	1.07	0.17	0.90	0.07	0.02	0.08	0.37	0.03	0.06	0.28	0.13
Mostly B	32.89	21.95	4.40	4.16	0.22	1.09	0.21	0.88	0.14	0.03	0.16	0.89	0.10	0.19	0.59	0.10
Mostly C	45.68	21.00	5.25	5.03	0.23	1.02	0.25	0.78	0.20	0.07	0.21	1.37	0.17	0.36	0.84	0.11
Below C	5.71	19.62	5.03	4.80	0.26	0.64	0.22	0.42	0.21	0.04	0.24	1.52	0.30	0.42	0.79	0.08
1987																
Mostly A	13.99	24.39	2.94	2.86	0.13	0.79	0.13	0.66	0.05	0.05	0.06	0.35	0.02	0.05	0.28	0.35
Mostly B	32.11	23.51	4.12	3.99	0.18	1.03	0.19	0.85	0.12	0.07	0.16	0.72	0.07	0.14	0.51	0.28
Mostly C	47.82	22.09	5.00	4.85	0.23	0.99	0.20	0.80	0.22	0.08	0.25	1.20	0.14	0.30	0.76	0.19
Below C	6.08	20.18	5.08	4.88	0.15	0.84	0.22	0.62	0.20	0.08	0.22	1.67	0.23	0.41	1.03	0.12

Table 31-5-- Average Number of Course Credits Earned by High School Graduates in Specific Labor Market Preparation Subjects by Grade Level 1969 to 1987

	Total HS Credits	Total Voc Ed Credits	Total Voc. Ed Less CE Credits	Agric Credits	All Bus Credits	Bus Mg Credits	Bus Sup Credits	Mk Dist Credits	Health Credit	OHE Credits	All T&I Credits	T&I Constr Credits	T&I Mech Credits	T&I Prec Credits	Tech Comm Credits
1969															
Grade 9	5.50	0.57	0.49	0.01	0.03	0.02	0.00	0.00	0.00	0.00	0.16	0.00	0.00	0.16	0.00
Grade 10	5.40	0.82	0.81	0.01	0.11	0.09	0.03	0.00	0.00	0.02	0.24	0.01	0.03	0.20	0.00
Grade 11	5.40	1.17	1.11	0.01	0.41	0.04	0.36	0.02	0.00	0.03	0.41	0.02	0.05	0.23	0.00
Grade 12	4.17	1.12	0.96	0.03	0.40	0.04	0.35	0.03	0.00	0.03	0.26	0.01	0.05	0.19	0.00
1975-1978															
Grade 9	5.36	0.68	0.65	0.02	0.09	0.08	0.01	0.00	0.00	0.01	0.10	0.00	0.01	0.08	0.00
Grade 10	5.47	0.92	0.87	0.04	0.14	0.06	0.08	0.01	0.00	0.01	0.22	0.02	0.05	0.15	0.01
Grade 11	5.27	1.34	1.23	0.05	0.35	0.04	0.31	0.04	0.02	0.04	0.32	0.04	0.08	0.20	0.03
Grade 12	4.62	1.54	1.36	0.05	0.38	0.04	0.33	0.09	0.02	0.05	0.33	0.95	0.09	0.19	0.04
1979-1982															
Grade 9	5.44	0.71	0.66	0.05	0.07	0.06	0.01	0.00	0.00	0.01	0.12	0.01	0.01	0.10	0.00
Grade 10	5.54	0.99	0.95	0.06	0.14	0.05	0.09	0.01	0.00	0.02	0.24	0.02	0.04	0.17	0.01
Grade 11	5.42	1.46	1.35	0.05	0.36	0.04	0.32	0.07	0.03	0.06	0.40	0.06	0.13	0.20	0.02
Grade 12	4.78	1.72	1.52	0.05	0.39	0.06	0.34	0.12	0.03	0.06	0.40	0.06	0.12	0.22	0.04
1982†															
Grade 9	5.56	0.71	0.68	0.04	0.09	0.07	0.02	0.00	0.00	0.01	0.13	0.01	0.02	0.11	0.00
Grade 10	5.58	0.95	0.92	0.05	0.15	0.05	0.10	0.01	0.01	0.02	0.23	0.03	0.04	0.16	0.02
Grade 11	5.43	1.38	1.34	0.05	0.36	0.04	0.32	0.06	0.02	0.07	0.36	0.05	0.10	0.21	0.04
Grade 12	4.83	1.59	1.51	0.06	0.43	0.06	0.37	0.09	0.02	0.07	0.34	0.05	0.10	0.20	0.06
1987															
Grade 9	4.91	0.58	0.56	0.04	0.07	0.05	0.02	0.00	0.00	0.01	0.10	0.01	0.01	0.09	0.01
Grade 10	4.87	0.74	0.73	0.04	0.12	0.03	0.09	0.01	0.01	0.02	0.16	0.01	0.03	0.12	0.03
Grade 11	4.87	1.06	1.04	0.04	0.27	0.03	0.24	0.04	0.02	0.06	0.26	0.04	0.07	0.15	0.07
Grade 12	4.42	1.32	1.27	0.04	0.37	0.05	0.32	0.08	0.03	0.07	0.27	0.04	0.07	0.16	0.09
Grade Unk	3.70	0.74	0.69	0.03	0.14	0.03	0.11	0.03	0.01	0.03	0.17	0.01	0.04	0.11	0.04

Table 32-1-- Percentage of High School Graduates Enrolled in Specific Labor Market Preparation Subjects, 1969 to 1987

	HS Grad Pop 000's	All Voc Ed Percent	Total SLMP Percent	Agric Percent	All Bus Percent	Bus Mg Percent	Bus Sup Percent	Mk Dist Percent	Health Percent	OHE Percent	All T&I Percent	T&I Constr Percent	T&I Mech Percent	T&I Prec Percent	Tech Comm Percent
1969	2,522	91.94	77.1	3.50	45.98	20.43	37.70	4.49	0.30	2.83	33.93	1.42	6.03	31.82	0.32
1975-1978	2,831	96.73	82.7	7.95	49.65	24.28	38.54	8.27	1.97	8.07	39.48	5.30	14.99	31.89	13.51
1979-1982	2,749	97.70	85.4	11.15	50.28	23.75	39.60	10.16	3.24	9.56	42.76	7.05	15.38	33.98	13.30
1982†	2,705	97.77	86.7	10.13	53.03	23.75	43.54	9.08	3.11	11.49	39.93	7.34	12.98	33.58	12.91
1987	2,428	97.80	88.5	8.03	53.85	21.17	45.89	8.74	4.92	10.59	37.56	5.04	10.61	32.45	24.67

Table 32-2-- Percentage of High School Graduates Enrolled in Specific Labor Market Preparation Subjects by Sex, 1969 to 1987

	Share of HS Grad Pop	All Voc Ed Percent	Total Voc Ed Less CE Percent	Agric Percent	All Bus Percent	Bus Mg Percent	Bus Sup Percent	Mk Dist Percent	Health Percent	OHE Percent	All T&I Percent	T&I Constr Percent	T&I Mech Percent	T&I Prec Percent	Tech Comm Percent
1969															
Male	48.16	90.76	77.09	5.40	30.97	19.13	18.46	3.75	0.00	1.20	63.02	2.96	11.66	59.06	0.30
Female	51.84	92.91	68.04	1.77	60.49	21.84	56.12	5.23	0.59	4.36	6.24	0.04	0.34	5.90	0.34
1975-1978															
Male	46.62	96.44	85.74	11.49	35.30	22.32	19.38	9.05	0.63	3.38	68.05	10.94	28.31	55.78	15.03
Female	53.38	96.98	79.96	4.85	62.18	25.99	55.28	7.59	3.14	12.17	14.52	0.38	3.36	11.01	12.18
1979-1982															
Male	49.26	97.23	87.94	16.70	34.59	20.61	20.82	8.95	0.57	3.98	69.17	13.66	28.15	55.65	15.03
Female	50.74	98.15	82.89	5.75	65.52	26.80	57.84	11.35	5.83	14.97	17.12	0.63	2.97	12.94	11.62
1982†															
Male	48.24	97.56	89.55	15.00	38.67	20.67	25.88	8.50	1.68	4.55	65.04	14.25	24.83	54.22	15.21
Female	51.76	97.97	84.11	5.59	66.41	26.62	60.01	9.62	4.44	17.96	16.53	0.91	1.94	14.35	10.76
1987															
Male	48.41	97.95	91.37	12.54	42.49	18.76	32.94	7.39	2.75	5.22	61.33	9.93	20.19	52.36	28.11
Female	51.59	97.66	85.82	3.81	64.59	23.46	58.10	9.93	6.93	15.60	15.21	0.47	1.58	13.79	21.35

Table 32-3-- Percentage of High School Graduates Enrolled in Specific Labor Market Preparation Subjects by Race/Ethnicity, 1969 to 1987

	Share of HS Grad Pop	All Voc Ed Percent	Total SLMP Percent	Agric Percent	All Bus Percent	Bus Mg Percent	Bus Sup Percent	Mk Dist Percent	Health Percent	OHE Percent	All T&I Percent	T&I Constr Percent	T&I Mech Percent	T&I Prec Percent	Tech Comm Percent
1969															
Asian	2.81	98.11	80.34	0.00	36.63	7.58	36.00	5.05	0.00	3.16	48.13	0.00	12.07	47.50	1.89
Black	18.62	97.63	86.38	1.35	62.56	31.13	49.14	6.56	0.28	3.23	37.01	0.95	10.06	35.30	0.57
Hispanic	1.38	100.00	86.34	1.34	42.70	17.01	40.02	9.24	0.00	1.17	54.47	0.00	18.59	51.79	2.68
White	76.59	90.17	68.38	4.16	42.45	18.44	34.96	3.92	0.32	2.75	32.21	1.62	4.64	29.97	0.16
Unknown	0.59	97.15	79.21	5.70	44.14	17.31	41.29	0.00	0.00	2.85	43.91	0.00	2.85	41.06	0.00
1975-1976															
Black	10.68	97.99	85.14	4.70	50.37	24.37	37.58	10.27	3.66	12.67	32.59	5.86	11.71	20.63	7.31
Hispanic	4.07	97.57	84.12	7.28	52.06	20.59	43.53	7.35	1.77	10.73	41.66	4.36	15.09	36.21	11.80
Non-Blk/Hisp	85.25	96.53	82.28	8.39	49.44	24.45	38.43	8.06	1.77	7.37	40.24	5.28	15.40	33.09	14.37
1979-1982															
Black	13.57	97.87	83.82	6.44	49.82	25.07	37.76	10.56	4.34	13.04	37.30	6.98	11.22	25.72	6.60
Hispanic	4.83	99.09	89.09	10.17	54.91	18.84	47.21	11.12	2.49	7.55	46.37	6.38	19.08	36.50	9.64
Non-Blk/Hisp	81.60	97.59	85.42	11.99	50.08	23.82	39.46	10.04	3.10	9.10	43.46	7.10	15.85	35.20	14.63
1982†															
Asian	1.50	96.07	78.02	4.22	38.46	11.99	34.42	3.39	4.39	4.78	45.07	4.03	12.29	37.36	15.46
Black	11.30	99.29	87.70	6.72	52.23	24.35	40.75	12.12	6.06	13.25	36.87	8.01	8.43	28.50	11.04
Hispanic	11.89	98.83	89.98	12.20	53.85	23.31	44.76	8.35	3.37	11.86	45.01	8.61	15.17	37.94	8.27
Nat Am	1.15	99.39	93.38	15.42	40.74	16.73	37.62	7.75	3.99	8.60	59.60	8.60	32.76	53.31	5.89
White	74.17	97.35	86.09	10.36	53.74	24.21	44.20	8.85	2.62	11.38	38.92	7.09	12.93	33.02	14.05
1987															
Asian	3.08	93.84	82.78	0.38	46.82	11.98	42.90	8.31	9.73	4.61	30.98	0.84	8.97	24.92	28.85
Black	14.11	98.69	88.33	5.83	54.24	20.21	46.32	9.59	6.09	12.43	33.73	5.60	7.99	26.57	16.83
Hispanic	7.37	97.97	89.30	4.07	53.49	13.62	47.75	9.55	7.03	10.95	44.73	5.69	13.94	38.79	14.52
Native Am	0.88	98.43	92.22	10.47	64.66	33.05	44.33	3.97	7.72	7.15	50.86	11.79	10.27	44.68	20.16
White	74.57	97.82	88.23	9.36	53.47	22.13	45.39	8.12	4.51	10.24	37.25	4.78	10.36	32.76	26.74

Table 32-4-- Percentage of High School Graduates Enrolled in Specific Labor Market Preparation Subjects by High School Grades, 1969 to 1987

	Share of HS Grad Pop	All Voc Ed Percent	Total SLMP Percent	Agric Percent	All Bus Percent	Bus Mg Percent	Bus Sup Percent	Mk Dist Percent	Health Percent	OHE Percent	All T&I Percent	T&I Constr Percent	T&I Mech Percent	T&I Prec Percent	Tech Comm Percent
1969															
Mostly A	13.03	74.42	38.73	1.39	21.88	6.13	19.60	0.38	0.00	0.39	15.29	0.00	0.95	14.91	1.52
Mostly B	49.03	89.19	63.81	2.13	40.80	14.36	36.23	3.76	0.31	2.14	26.82	0.71	5.12	24.74	0.36
Mostly C	36.93	96.79	83.63	4.02	54.05	26.93	43.05	5.74	0.40	3.51	40.21	2.13	7.89	37.67	0.08
Below C	1.01	100.00	93.68	10.79	56.05	32.71	35.94	6.20	0.00	5.57	59.27	2.84	6.12	57.51	0.00
1975-1978															
Mostly A	24.83	93.25	70.86	3.71	46.54	20.05	39.59	4.60	1.37	6.58	27.83	2.66	4.67	23.87	11.17
Mostly B	22.90	96.41	83.43	6.73	52.16	21.05	43.64	4.24	2.21	7.64	36.90	3.58	13.53	28.86	15.85
Mostly C	50.47	98.60	87.82	10.61	50.47	27.86	36.29	11,84	2.13	9.28	45.50	6.95	19.94	37.02	13.88
Below C	1.82	96.36	90.91	7.33	37.56	23.48	22.60	9.88	2.80	0.36	63.79	17.25	36.75	37.07	5.68
1979-1982															
Mostly A	21.54	95.18	73.24	6.77	49.88	20.36	43.66	5.83	1.81	6.20	26.52	2.93	6.83	21.95	10.57
Mostly B	23.52	97.69	86.49	9.89	53.84	23.36	44.03	7.61	3.21	10.17	38.04	4.96	13.21	30.01	16.43
Mostly C	53.42	98.71	89.84	13.49	49.28	25.44	36.30	12.93	3.92	10.59	51.34	9.43	19.92	40.62	13.16
Below C	1.52	98.05	83.19	10.17	35.95	18.52	29.50	13.97	0.00	11.43	44.46	13.83	10.26	32.40	8.50
1982†															
Mostly A	15.72	94.31	75.69	4.65	49.79	18.09	44.87	3.83	2.51	6.35	22.77	2.59	4.33	19.34	16.57
Mostly B	32.89	97.53	85.26	10.61	54.96	23.27	46.22	7.44	2.18	12.07	35.47	5.84	10.30	29.91	13.27
Mostly C	45.68	98.98	91.48	11.38	53.98	26.10	42.84	11.46	3.94	12.83	47.64	9.09	17.11	40.37	11.83
Below C	5.71	99.10	87.69	12.44	43.27	23.34	30.10	13.91	3.49	11.61	51.17	15.13	19.27	39.63	9.37
1987															
Mostly A	13.99	93.95	78.42	5.10	48.38	15.92	42.48	3.11	4.07	4.80	21.04	1.30	4.29	18.30	36.67
Mostly B	32.11	97.35	87.29	7.11	54.62	20.97	47.60	7.09	4.58	9.25	31.78	3.03	7.61	27.65	29.12
Mostly C	47.82	99.02	91.61	9.69	55.59	22.44	46.73	11.09	5.38	12.81	43.75	6.56	13.28	37.83	19.70
Below C	6.08	99.51	93.94	6.59	48.59	24.25	38.02	11.89	4.98	13.48	57.32	12.35	20.03	48.08	12.66

Table 32-5– Percentage of High School Graduates Enrolled in Specific Labor Market Preparation Subjects by Grade Level 1969 to 1987

	All Voc Ed Percent	Total SLMP Percent	Agric Percent	All Bus Percent	Bus Mg Percent	Bus Sup Percent	Mk Dist Percent	Health Percent	OHE Percent	All T&I Percent	T&I Constr Percent	T&I Mech Percent	T&I Prec Percent	Tech Comm Percent
1969														
Grade 9	56.51	22.18	1.09	2.66	2.52	0.14	0.00	0.00	0.02	18.65	0.02	0.35	18.47	0.00
Grade 10	61.46	30.01	0.92	11.11	8.88	2.44	0.05	0.00	1.46	18.88	1.04	2.13	16.37	0.00
Grade 11	66.70	49.58	1.21	28.70	4.67	25.52	2.07	0.09	1.45	19.64	0.90	3.70	16.00	0.07
Grade 12	72.73	55.12	2.69	32.44	6.62	28.52	3.47	0.21	2.20	19.41	0.89	3.48	15.95	0.27
1975-1978														
Grade 9	61.50	24.08	2.45	9.97	8.61	1.36	0.06	0.00	0.90	11.18	0.55	1.67	9.53	0.40
Grade 10	67.23	35.75	3.35	13.59	6.64	7.83	0.60	0.21	1.38	18.52	1.68	4.60	14.34	2.19
Grade 11	76.10	56.56	3.74	26.58	5.71	22.64	4.23	1.21	3.55	22.77	2.09	7.03	16.45	5.48
Grade 12	79.24	60.48	3.84	29.12	6.36	24.73	5.44	1.08	4.32	22.05	2.64	7.17	14.97	6.63
1979-1982														
Grade 9	64.35	27.68	5.27	8.52	7.30	1.27	0.12	0.23	1.71	13.03	1.38	1.91	11.09	0.65
Grade 10	72.94	42.62	5.92	14.50	6.15	8.98	1.44	0.60	2.08	21.21	2.27	4.86	16.79	1.89
Grade 11	78.11	60.49	4.70	27.88	5.72	24.07	4.85	1.52	3.95	25.01	3.08	8.23	16.06	4.65
Grade 12	82.39	65.61	4.83	30.00	7.84	25.11	6.70	1.73	4.56	25.25	3.05	7.93	17.25	7.09
1982†														
Grade 9	64.13	29.43	4.19	10.75	7.80	3.06	0.38	0.46	1.27	14.24	1.34	2.06	12.63	0.71
Grade 10	70.44	42.16	4.95	16.46	5.95	11.40	1.00	0.72	1.94	19.53	2.48	4.37	15.09	2.33
Grade 11	77.93	61.31	4.53	27.83	5.47	24.30	4.47	1.13	5.34	23.38	3.12	6.81	16.47	4.51
Grade 12	80.05	66.47	5.05	32.42	7,64	27.80	5.77	1.36	5.84	22.07	2.84	6.26	15.92	7.34
1987														
Grade 9	53.36	24.61	3.82	8.54	5.49	3.22	0.08	0.33	0.73	11.29	0.78	1.16	10.00	1.49
Grade 10	59.00	34.48	3.49	13.16	3.76	10.15	1.02	0.86	1.73	14.32	0.96	2.61	11.80	4.08
Grade 11	62.54	50.19	3.38	22.40	4.18	19.82	3.29	1.80	3.74	16.55	1.97	4.20	12.05	8.57
Grade 12	66.54	56.89	3.11	27.59	6.40	24.06	4.73	2.00	4.50	17.17	1.80	4.32	12.63	10.34
Grade Unk	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

Table 33-1-- Percentage of High School Graduates with Four or More Credits in Specific Labor Market Preparation Subjects, 1969 to 1987

	HS Grad Pop 000's	Total Voc Ed Percent	Total SLMP Percent	Agric Percent	All Bus Percent	Bus Mg Percent	Bus Sup Percent	Mk Dst Percent	Health Percent	OHE Percent	All T&I Percent	T&I Constr Percent	T&I Mech Percent	T&I Prec Prod Percent	Tech Comm Percent
1969	2,522	50.8	26.0	0.7	8.4	0.1	6.5	0.1	0.0	0.2	11.0	0.8	1.1	7.9	0.0
1975-1978	2,831	60.4	31.0	0.8	7.8	0.0	6.1	1.0	0.2	0.4	10.3	0.2	0.1	4.3	0.1
1979-1982	2,749	65.2	37.7	1.1	7.9	0.0	6.4	1.7	0.4	0.5	13.2	0.3	0.4	5.1	0.0
1982†	2,705	58.7	32.9	0.9	7.6	0.1	5.6	0.1	0.2	0.9	10.6	1.0	2.2	4.6	0.3
1987	2,428	60.1	36.2	2.2	7.0	0.0	5.5	1.2	0.4	2.2	10.2	1.0	2.0	5.0	0.4

Table 34-1-- Average Number of Course Credits Earned by High School Graduates in Specific Labor Market Preparation Subjects by those Participating in Labor Market Subjects, 1969 to 1987

	HS Grad Pop 000's	Total HS Credits	Total Voc Ed Credits	Total Voc. Ed Less CE Credits	Agric Credits	All Bus Credits	Bus Mg Credits	Bus Sup Credits	Mk Dist Credits	Health Credit	OHE Credits	All T&I Credits	T&I Constr Credits	T&I Mech Credits	T&I Prec Credits	Tech Comm Credits
1969	2,522	20.47	3.99	NA	1.71	2.04	0.98	1.99	1.11	0.00	2.83	2.80	3.52	1.99	2.45	0.00
1975-1978	2,831	20.77	4.65	4.29	1.89	1.91	0.91	1.89	1.57	2.03	1.49	2.51	2.08	1.53	1.98	0.67
1979-1982	2,749	21.19	5.01	4.61	1.97	1.91	0.88	1.89	1.97	1.85	1.57	2.76	2.13	1.95	2.03	0.60
1982†	2,705	21.47	4.75	NA	2.07	1.94	0.93	1.86	1.76	1.61	1.48	2.68	1.77	2.00	2.00	0.85
1987	2,428	22.77	4.54	4.40	2.37	1.80	0.90	1.70	1.83	1.42	1.79	2.56	2.18	2.07	1.94	0.97

Table 35-1-- Total Number of Course Credits Earned by High School Graduates in Specific Labor Market Preparation Subjects, 1969 to 1987[9]

	HS Grad Pop 000's	Total HS Credits	Total Voc Ed Credits	Total SLMP Credits	Agric Credits	All Bus Credits	Bus Mg Credits	Bus Sup Credits	Mk Dist Credits	Health Credit	OHE Credits	All T&I Credits	T&I Constr Credits	T&I Mech Credits	T&I Prec Credits	Tech Comm Credits
1969	2,522	51,625	9,256	5,296	151	2,371	504	1,892	126	0	202	2,396	126	303	1,967	0
1975-1978	2,831	58,800	12,740	7,276	425	2,689	623	2,067	368	113	340	2,803	311	651	1,784	255
1979-1982	2,749	58,251	13,443	8,055	605	2,639	577	2,062	550	165	412	3,244	412	825	1,897	220
1982†	2,705	58,076	12,551	7,953	568	2,786	595	2,191	433	135	460	2,894	352	703	1,812	298
1987	2,428	55,286	10,780	7,041	461	2,355	461	1,894	388	170	461	2,331	267	534	1,530	583

Table 36-1-- Total Number of High School Graduates Enrolled in Specific Labor Market Preparation Subjects, 1969 to 1987

	HS Grad Pop 000's	All Voc Ed Student	Total SLMP Student	Agric Student	All Bus Student	Bus Mg Student	Bus Sup Student	Mk Dist Student	Health Student	OHE Student	All T&I Student	T&I Constr Student	T&I Mech Student	T&I Prec Student	Tech Comm Student
1969	2,522	2,319	1,944	88	1,160	515	951	113	8	71	856	36	152	803	8
1975-1978	2,831	2,738	2,341	225	1,406	687	1,091	234	56	228	1,118	150	424	903	382
1979-1982	2,749	2,686	2,348	307	1,382	653	1,089	279	89	263	1,175	194	423	934	366
1982†	2,705	2,645	2,345	274	1,434	642	1,178	246	84	311	1,080	199	351	908	349
1987	2,428	2,375	2,149	195	1,307	514	1,114	212	119	257	912	122	258	788	599

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[9] Estimates of student populations by different courses may not sum to total population due to rounding.

Table 37-1-- Average Number of Course Credits Earned by High School Graduates In General Labor Market Preparation Courses, 1969 to 1987

	HS Grad Pop 000's	Total HS Credits	Total Voc Ed Credits	Total Voc Ed Less CE Credits	Total GLM Prep Credits	Typing Credits	Intro Indust Credits	Career Exp Credits	GLM Skills Credits
1969	2,522	20.47	3.67	3.36	1.10	0.54	0.12	0.31	0.13
1975-1978	2,831	20.77	4.50	4.12	1.26	0.56	0.17	0.38	0.15
1979-1982	2,749	21.19	4.89	4.48	1.27	0.55	0.16	0.41	0.16
1982†	2,705	21.47	4.64	4.47	1.02	0.55	0.17	0.17	0.12
1987	2,428	22.77	4.44	4.29	0.93	0.55	0.14	0.14	0.10

Table 37-2-- Average Number of Course Credits Earned by High School Graduates In General Labor Market Preparation Courses by Sex , 1969 to 1987

	Share of HS Grad Pop	Total HS Credits	Total Voc Ed Credits	Total Voc Ed Less CE Credits	Total GLM Prep Credits	Typing Credits	Intro Indust Credits	Career Exp Credits	GLM Skills Credits
1969									
Male	48.16	20.21	3.37	3.16	0.91	0.37	0.23	0.21	0.10
Female	51.84	20.68	3.92	3.56	1.23	0.70	0.01	0.36	0.16
1975-1978									
Male	46.62	20.61	4.34	4.03	1.11	0.36	0.34	0.31	0.11
Female	53.38	20.90	4.64	4.19	1.40	0.74	0.02	0.45	0.19
1979-1982									
Male	49.26	21.10	4.77	4.38	1.15	0.35	0.28	0.39	0.13
Female	50.74	21.27	5.00	4.58	1.38	0.74	0.04	0.42	0.18
1982†									
Male	48.24	21.32	4.63	4.44	0.96	0.37	0.31	0.19	0.09
Female	51.76	21.62	4.66	4.50	1.07	0.71	0.04	0.16	0.15
1987									
Male	48.41	22.64	4.52	4.38	0.9	0.43	0.25	0.14	0.08
Female	51.59	22.89	4.36	4.22	0.95	0.66	0.03	0.14	0.12

Table 37-3– Average Number of Course Credits Earned by High School Graduates in General Labor Market Preparation Courses by Race/Ethnicity, 1969 to 1987

	Share of HS Grad Pop	Total HS Credits	Total Voc Ed Credits	Total Voc Ed Less CE Credits	Total GLM Prep Credits	Typing Credits	Intro Indust Credits	Career Exp Credits	GLM Skills Credits
1969									
Asian	2.81	22.87	3.77	2.97	1.55	0.65	0.00	0.80	0.10
Black	18.62	20.73	4.67	4.02	1.55	0.63	0.04	0.74	0.14
Hispanic	1.38	21.77	5.10	4.01	1.90	0.64	0.01	1.09	0.15
White	76.59	20.30	3.38	3.21	0.95	0.51	0.14	0.17	0.13
Other/Unknown	0.59	20.25	3.96	3.45	1.67	0.62	0.20	0.51	0.33
1975 - 1978									
Black	10.68	20.28	4.66	4.30	1.23	0.52	0.11	0.36	0.23
Hispanic	4.07	21.31	4.69	4.06	1.46	0.61	0.10	0.63	0.13
Non-Blk/Hisp	85.25	20.80	4.47	4.10	1.26	0.57	0.18	0.37	0.14
1979 - 1982									
Black	13.57	20.59	4.78	4.30	1.32	0.50	0.11	0.48	0.24
Hispanic	4.83	21.36	4.87	4.04	1.61	0.57	0.10	0.83	0.11
Non-Blk/Hisp	81.60	21.28	4.91	4.54	1.24	0.56	0.17	0.37	0.14
1982†									
Asian	1.50	22.13	3.14	2.89	0.92	0.50	0.11	0.25	0.06
Black	11.30	21.24	4.83	4.57	1.04	0.55	0.13	0.26	0.11
Hispanic	11.89	21.17	5.27	5.00	1.15	0.50	0.25	0.27	0.13
Nat Am	1.15	21.42	5.11	4.94	1.10	0.46	0.23	0.17	0.25
White	74.57	21.55	4.54	4.40	0.99	0.56	0.17	0.14	0.12
1987									
Asian	3.08	23.82	2.92	2.81	0.71	0.51	0.04	0.11	0.05
Black	14.11	22.14	4.47	4.27	0.98	0.52	0.13	0.20	0.12
Hispanic	7.37	22.53	4.29	4.03	0.98	0.56	0.11	0.25	0.05
Nat Am	0.88	23.15	4.70	4.65	0.87	0.59	0.17	0.05	0.05
White	74.57	22.91	4.52	4.41	0.94	0.57	0.15	0.12	0.10

Table 37-4-- Average Number of Course Credits Earned by High School Graduates in General Labor Market Preparation Courses by High School Grades, 1969 to 1987

	Share of HS Grad Pop	Total HS Credits	Total Voc Ed Credits	Total Voc Ed Less CE Credits	Total GLM Prep Credits	Typing Credits	Intro Indust Credits	Career Exp Credits	GLM Skills Credits
1969									
Mostly A	9.21	21.81	1.76	1.51	0.75	0.46	0.02	0.25	0.02
Mostly B	39.82	21.20	3.30	2.93	1.12	0.59	0.07	0.37	0.09
Mostly C	44.17	19.82	4.29	4.00	1.14	0.53	0.18	0.29	0.17
Below C	6.80	18.57	4.37	4.23	1.11	0.42	0.28	0.14	0.27
1975-1978									
Mostly A	24.84	21.60	3.40	3.09	1.04	0.60	0.06	0.31	0.07
Mostly B	22.88	21.12	4.44	4.03	1.38	0.83	0.18	0.41	0.16
Mostly C	50.44	20.23	5.04	4.64	1.32	0.53	0.21	0.40	0.19
Below C	1.84	19.76	5.33	4.79	1.33	0.25	0.44	0.54	0.10
1979-1982									
Mostly A	21.54	22.15	3.79	3.47	1.08	0.59	0.07	0.32	0.09
Mostly B	23.52	21.78	4.59	4.19	1.29	0.62	0.12	0.40	0.16
Mostly C	53.42	20.59	5.44	4.99	1.34	0.51	0.20	0.45	0.18
Below C	1.52	19.46	5.72	5.35	1.13	0.28	0.32	0.36	0.17
1982†									
Mostly A	31.94	22.54	3.24	3.13	0.84	0.61	0.07	0.09	0.07
Mostly B	48.03	21.95	4.40	4.26	0.97	0.58	0.14	0.14	0.11
Mostly C	14.00	21.00	5.25	5.03	1.10	0.53	0.21	0.22	0.14
Below C	6.03	19.62	5.03	4.80	1.07	0.40	0.30	0.23	0.14
1987									
Mostly A	14.32	24.39	2.94	2.86	0.75	0.57	0.06	0.08	0.03
Mostly B	32.25	23.51	4.12	3.99	0.92	0.59	0.12	0.13	0.08
Mostly C	47.36	22.09	5.00	4.85	0.98	0.54	0.16	0.16	0.13
Below C	6.07	20.18	5.08	4.88	0.96	0.39	0.21	0.20	0.16

Table 36-1-- Percentage of High School Graduates who Earned Credits in General Labor Market Preparation Courses, 1969 to 1987

	HS Grad Pop 000's	All Voc Ed Percent	Total Voc Ed Less CE Credits	Total GLM Prep Percent	Typing Percent	Intro Indust Percent	Career Exp Percent	GLM Skills Percent
1969	2,522	91.94	NA	76.07	61.77	11.90	19.72	13.71
1975-1978	2,831	96.73	96.06	83.13	66.57	14.55	25.57	14.80
1979-1982	2,749	97.70	97.26	82.27	65.23	14.49	27.52	16.69
1982†	2,705	97.77	NA	78.80	63.96	14.22	15.81	13.54
1987	2,428	97.80	97.58	78.59	65.61	12.47	14.19	11.59

Table 36-2-- Percentage of High School Graduates who Earned Credits in General Labor Market Preparation Courses by Sex, 1969 to 1987

	Share of HS Grad Pop	All Voc Ed Percent	Total Voc Ed Less CE Credits	Total GLM Prep Percent	Typing Percent	Intro Indust Percent	Career Exp Percent	GLM Skills Percent
1969								
Male	48.16	90.76	NA	66.82	43.22	23.55	14.82	10.08
Female	51.84	92.91	NA	84.53	79.34	1.11	22.83	17.04
1975-1978								
Male	46.62	96.44	95.72	76.19	48.82	28.05	21.46	11.67
Female	53.38	96.68	96.35	89.18	82.06	2.75	29.16	17.53
1979-1982								
Male	49.26	97.23	96.76	74.32	46.82	24.11	25.58	14.47
Female	50.74	98.15	97.74	89.98	83.11	5.14	29.40	18.84
1982†								
Male	48.24	97.56	NA	71.30	47.35	24.84	16.33	9.96
Female	51.76	97.97	NA	85.79	79.45	4.33	15.32	16.88
1987								
Male	48.41	97.95	97.68	73.96	54.44	22.02	14.25	9.64
Female	51.59	97.66	97.48	82.92	76.04	3.57	13.94	13.43

Table 38-3-- Percentage of High School Graduates who Earned Credits in General Labor Market Preparation Courses by Race/Ethnicity, 1969 to 1987

	Share of HS Grad Pop	All Voc Ed Percent	Total Voc Ed Less CE Credits	Total GLM Prep Percent	Typing Percent	Intro Indust Percent	Career Exp Percent	GLM Skills Percent
1969								
Asian	2.81	98.11	NA	81.62	67.03	0.00	50.64	8.84
Black	18.62	97.63	NA	81.64	64.45	4.58	42.49	15.54
Hispanic	1.38	100.00	NA	82.89	61.93	1.34	56.71	12.71
White	76.59	90.17	NA	74.36	60.94	14.18	12.46	13.34
Other/Unknown	0.59	97.15	NA	82.89	62.28	23.67	20.70	29.71
1975 - 1978								
Black	10.68	97.99	97.99	78.58	58.10	9.07	23.33	19.45
Hispanic	4.07	97.57	97.57	87.99	67.75	8.69	41.75	14.66
Non-Blk/Hisp	85.25	96.53	95.74	83.46	67.57	15.51	25.08	14.23
1979 - 1982								
Black	13.57	97.87	97.34	78.54	54.62	10.63	32.37	23.01
Hispanic	4.83	99.09	97.74	89.18	64.47	10.99	50.80	13.73
Non-Blk/Hisp	81.60	97.59	97.21	82.48	67.04	15.33	25.34	15.81
1982†								
Asian	1.50	96.07	NA	78.39	63.79	11.29	32.52	9.80
Black	11.30	99.29	NA	76.50	61.21	11.46	20.90	12.99
Hispanic	11.89	98.83	NA	77.19	56.17	19.89	20.50	13.76
Nat Am	1.15	99.39	NA	84.83	54.23	25.32	17.15	28.32
White	74.57	97.35	NA	79.35	65.82	13.72	13.85	13.44
1987								
Asian	3.08	93.84	93.16	71.07	62.70	3.59	14.80	6.68
Black	14.11	98.69	98.49	77.70	59.11	12.34	18.66	13.51
Hispanic	7.37	97.97	97.60	76.66	62.51	10.44	24.51	6.64
Nat Am	0.88	98.43	98.43	77.97	66.37	14.82	6.57	7.16
White	74.57	97.82	97.60	79.40	67.85	13.40	12.03	11.56

Table 39-1-- Average Number of Course Credits Earned by High School Graduates If Participating in General Labor Market Preparation Courses, 1969 to 1987

	HS Grad Pop 000's	Total HS Credits	Total Voc Ed Credits	Total Voc Ed Less CE Credits	Total GLM Prep Credits	Typing Credits	Intro Indust Credits	Career Exp Credits	GLM Skills Credits
1969	2,522	20.47	3.99	NA	1.45	0.87	1.01	1.57	0.95
1975-1978	2,831	20.77	4.65	4.29	1.52	0.84	1.17	1.49	1.01
1979-1982	2,749	21.19	5.01	4.61	1.54	0.84	1.10	1.49	0.96
1982†	2,705	21.47	4.75	NA	1.29	0.86	1.20	1.08	0.89
1987	2,428	22.77	4.54	4.40	1.18	0.84	1.12	0.99	0.86

Table 40-1-- Total Number of Course Credits Earned by High School Graduates in General Labor Market Preparation Courses, 1969 to 1987

	HS Grad Pop 000's	Total HS Credits 000's	Total Voc Ed Credits 000's	Total Voc Ed Less CE Credits 000's	Total GLM Prep Credits 000's	Typing Credits 000's	Intro Indust Credits 000's	Career Exp Credits 000's	GLM Skills Credits 000's
1969	2,522	51,625	9,256	8,474	2,774	1,362	303	782	328
1975-1978	2,831	58,800	12,740	11,664	3,567	1,585	481	1,076	425
1979-1982	2,749	58,251	13,443	12,316	3,491	1,512	440	1,127	440
1982†	2,705	58,076	12,551	12,091	2,759	1,488	460	460	325
1987	2,428	56,286	10,780	10,416	2,258	1,335	340	340	243

Table 41-1-- Total Number of High School Graduates Enrolled in General Labor Market Preparation Courses, 1969 to 1987

	HS Grad Pop 000's	All Voc Ed Students 000's	Total SLMP Students 000's	Total GLM Prep Students 000's	Typing Students 000's	Intro Indust Students 000's	Career Exp Students 000's	GLM Skills Students 000's
1969	2,522	2,319	1,944	1,918	1,558	300	497	346
1975-1978	2,831	2,738	2,341	2,353	1,885	412	724	419
1979-1982	2,749	2,686	2,348	2,262	1,793	398	757	459
1982†	2,705	2,645	2,345	2,132	1,730	385	428	366
1987	2,428	2,375	2,149	1,908	1,593	303	345	281

Table 42-1-- Percentage Distribution of Total Course Credits Earned by High School Graduates in Various Types and Levels of Coursework by Sex, 1969 to 1987

	Share of HS Grad Pop	Total HS Credits	Total Voc Ed Credits	Total Voc Ed Less CE Credits	Consum HomeEc Credits	Total GLM Prep Credits	Total Sp Mk Prep Credits	Spec Lab Mkt 1st Crs Credits	Spec Lab Mkt 2nd Crs1 Credits	Spec Lab Mkt or 2 Crs Credits	Specialty Courses Credits
1969											
Male	48.16	47.91	44.72	45.54	5.08	41.05	55.62	60.81	60.60	76.71	29.28
Female	51.84	52.09	55.28	54.46	94.92	58.95	44.38	39.19	39.40	23.29	70.72
1975-1978											
Male	46.62	46.28	44.97	45.66	14.76	40.92	54.76	48.79	51.75	78.51	66.92
Female	53.38	53.72	55.03	54.34	85.24	59.08	45.24	51.21	48.25	21.49	33.08
1979-1982											
Male	49.26	49.06	48.08	48.15	21.40	44.73	55.91	50.03	50.11	80.03	64.48
Female	50.74	50.94	51.92	51.85	78.60	55.27	44.09	49.97	49.89	19.97	35.52
1982†											
Male	48.24	47.89	48.08	47.91	21.90	45.54	55.02	55.73	53.93	NA	54.03
Female	51.76	52.11	51.92	52.09	78.10	54.46	44.98	44.27	46.07	NA	45.97
1987											
Male	48.41	47.97	49.31	49.34	26.47	47.06	54.76	55.77	54.95	NA	44.76
Female	51.59	52.03	50.69	50.66	73.53	52.94	45.24	44.23	45.05	NA	55.24

Table 42-2-- Percentage Distribution of Total Course Credits Earned by High School Graduates in Various Types and Levels of Coursework by Race/Ethnicity, 1969 to 1987

	Share of HS Grad Pop	Total HS Credits	Total Voc Ed Credits	Total Voc Ed Less CE Credits	Consum HomeEc Credits	Total GLM Prep Credits	Total Sp Mk Prep Credits	Spec Lab Mkt 1st Crs Credits	Spec Lab Mkt 2nd Crs1 Credits	Spec Lab Mkt or 2 Crs Credits	Speciality Courses Credits
1969											
Asian	2.81	3.07	2.83	2.43	1.26	3.90	2.62	2.88	1.88	1.91	3.32
Black	18.62	18.55	23.73	21.88	26.68	25.93	21.92	20.63	20.72	25.47	28.17
Hispanic	1.38	1.59	2.07	1.78	1.30	2.58	1.97	2.07	1.60	1.38	2.54
White	76.59	76.19	70.71	73.29	70.35	66.67	72.91	73.64	75.49	71.24	65.41
Unknown	0.59	0.60	0.66	0.63	0.41	0.92	0.57	0.78	0.31	0.00	0.55
1975-1978											
Black	10.68	10.42	11.05	11.14	15.46	10.38	10.29	10.60	8.77	10.10	10.97
Hispanic	4.07	4.19	4.25	4.02	4.74	4.71	3.91	3.59	3.61	6.09	4.07
Non-blk/Hisp	85.25	85.39	84.70	84.84	79.79	84.91	85.81	85.81	87.62	83.81	84.96
1979-1982											
Black	13.57	13.18	13.26	13.01	17.05	14.11	11.96	11.44	11.00	15.78	11.55
Hispanic	4.83	4.85	4.79	4.34	4.16	6.11	4.36	4.49	4.80	3.34	4.09
Non-blk/Hisp	81.60	81.97	81.95	82.65	78.79	79.79	83.67	84.08	84.20	80.88	84.36
1982†											
Asian	1.50	1.55	1.02	0.97	0.64	1.36	0.99	0.98	0.91	NA	1.22
Black	11.30	11.17	11.75	11.54	15.16	11.58	11.03	10.70	11.23	NA	12.27
Hispanic	11.89	11.72	13.49	13.29	15.10	13.47	13.19	13.28	13.64	NA	10.61
Nat Am	1.15	1.14	1.26	1.27	0.90	1.25	1.35	1.44	1.27	NA	1.07
White	74.17	74.43	72.49	72.94	68.20	72.35	73.44	73.60	72.95	NA	74.83
1987											
Asian	3.08	3.26	2.02	2.01	1.77	2.32	1.97	1.94	1.61	NA	3.73
Black	14.11	13.62	14.17	13.96	16.83	14.70	13.46	13.76	13.00	NA	13.53
Hispanic	7.37	7.23	7.11	6.88	7.35	7.67	6.87	6.68	7.43	NA	6.32
Native Am	0.88	0.89	0.93	0.94	0.92	0.81	0.97	0.98	0.90	NA	1.11
White	74.57	75.01	75.77	76.21	73.14	74.50	76.74	76.64	77.06	NA	75.31

Table 42-3-- Percentage Distributionof Total Course Credits Earned by High School Graduates in Various Types and Levels of Coursework by PSE Plans, 1975 to 1987

	Share of HS Grad Pop	Total HS Credits	Total Voc Ed Credits	Total Voc Ed Less CE Credits	Consum HomeEc Credits	Total GLM Prep Credits	Total Sp Mk Prep Credits	Spec Lab Mkt 1st Crs Credits	Spec Lab Mkt 2nd Crs1 Credits	Spec Lab Mkt or 2 Crs Credits	Speciality Courses Credits
1975-1978											
HS Only	29.72	28.83	40.11	40.42	38.79	36.81	42.07	39.34	44.11	58.81	37.98
Some College	23.27	23.16	26.40	26.12	26.88	26.24	26.36	26.78	27.35	20.94	27.52
4 Yrs College	29.29	29.73	23.06	23.06	23.70	24.16	22.36	23.75	20.50	15.79	24.31
GT 4 Yrs Coll	17.72	18.29	10.43	10.40	10.63	12.80	9.21	10.13	8.03	4.46	10.19
1979-1982											
HS Only	36.13	35.54	46.87	47.06	45.12	42.99	48.71	45.04	47.80	66.82	45.56
Some College	17.73	17.44	20.46	20.64	22.66	18.80	20.71	21.22	21.05	17.28	22.91
4 Yrs College	34.81	35.33	26.15	25.78	26.79	30.26	24.41	27.42	24.80	13.92	21.42
GT 4 Yrs Coll	11.33	11.70	6.51	6.51	5.43	7.95	6.17	6.32	6.34	1.98	10.11
1982†											
None	19.45	18.79	25.85	24.81	23.24	28.11	26.92	26.18	29.09	NA	24.83
Voc/Tech	21.04	20.69	27.01	28.07	22.65	23.26	28.26	28.09	30.08	NA	21.97
Lt 4 Yr Coll	19.01	18.99	19.43	20.07	20.47	22.62	18.99	19.01	18.47	NA	21.33
BA/BS	22.59	23.09	16.69	16.56	19.85	15.36	15.63	16.05	13.57	NA	20.10
Adv Deg	17.90	18.45	11.02	10.50	13.79	10.65	10.19	10.68	8.80	NA	11.77

Table 42-4-- Percentage Distributionof Total Course Credits Earned by High School Graduates in Various Types and Levels of Coursework by Father's Education, 1969 to 1987

	Share of HS Grad Pop	Total HS Credits	Total Voc Ed Credits	Total Voc Ed Less CE Credits	Consum HomeEc Credits	Total GLM Prep Credits	Total Sp Mk Prep Credits	Spec Lab Mkt 1st Crs Credits	Spec Lab Mkt 2nd Crs1 Credits	Spec Lab Mkt or 2 Crs Credits	Speciality Courses Credits
1969											
LT HS	26.70	26.29	33.88	34.41	39.16	30.87	34.19	33.05	34.75	28.64	36.77
HS Only	42.09	42.10	44.35	44.78	38.90	42.16	46.71	46.77	49.30	54.31	41.16
Some College	18.55	18.78	14.26	13.49	14.23	17.80	12.45	12.64	11.13	7.88	14.74
4 Yrs College	10.05	10.18	5.63	5.45	5.20	7.00	5.06	5.75	3.66	6.38	5.69
Adv Degree	2.61	2.65	1.87	1.86	2.51	2.17	1.58	1.79	1.15	2.79	1.65
1975-1978											
LT HS	27.59	26.97	33.58	34.08	38.67	29.64	34.24	32.06	33.52	50.46	31.43
HS Only	37.80	37.66	42.34	41.77	37.40	43.58	42.90	44.13	44.33	31.77	44.26
Some College	11.56	11.61	9.90	10.07	8.09	9.83	10.46	10.25	10.93	11.40	9.77
4 Yrs College	13.04	13.35	8.69	8.58	9.14	10.58	7.66	7.84	8.33	3.82	9.34
Adv Degree	10.00	10.41	5.48	5.51	6.70	6.36	4.75	5.73	2.88	2.56	5.20
1979-1982											
LT HS	26.94	26.31	32.63	33.12	37.81	28.82	33.22	31.12	32.41	49.01	30.51
HS Only	38.49	38.36	42.95	42.37	38.17	44.23	43.44	44.72	44.75	32.22	44.85
Some College	13.05	13.12	11.15	11.33	9.16	11.07	11.75	11.53	12.25	12.82	10.99
4 Yrs College	12.78	13.09	8.49	8.37	8.98	10.34	7.46	7.64	8.09	3.72	9.11
Adv Degree	8.75	9.11	4.77	4.80	5.88	5.55	4.12	5.00	2.50	2.23	4.54
1982†											
LT HS	23.22	22.96	28.41	28.45	31.21	26.54	28.46	27.40	29.40	NA	32.00
HS Only	31.75	31.54	35.75	35.89	35.88	33.09	36.56	36.53	37.28	NA	35.00
Some College	24.01	24.05	21.89	21.83	20.53	23.56	21.65	22.43	20.73	NA	18.91
4 Yrs College	10.57	10.77	7.19	7.04	6.62	8.77	6.77	8.98	8.08	NA	7.49
Adv Degree	10.46	10.68	6.76	6.79	5.75	8.04	6.55	6.66	6.50	NA	6.59

Table 42-6-- Percentage Distribution of Total Course Credits Earned by High School Graduates in Various Types and Levels of Coursework by High School Grades, 1969 to 1987

	Share of HS Grad Pop	Total HS Credits	Total Voc Ed Credits	Total Voc Ed Less CE Credits	Consum HomeEc Credits	Total GLM Prep Credits	Total Sp Mkt Prep Credits	Spec Lab Mkt 1st Crs Credits	Spec Lab Mkt 2nd Crs1 Credits	Spec Lab Mkt or 2 Crs Credits	Specialty Courses Credits
1969											
Mostly A	9.21	13.71	6.60	6.24	6.87	9.06	5.16	5.26	4.33	6.44	6.24
Mostly B	39.82	50.11	46.55	45.55	44.15	50.89	44.84	42.75	46.48	36.34	48.28
Mostly C	44.17	35.29	45.59	46.85	47.85	39.01	48.58	50.32	47.86	54.74	44.69
Below C	6.80	0.90	1.27	1.35	1.13	1.04	1.42	1.67	1.33	2.48	0.79
1975-1978											
Mostly A	24.84	25.82	18.75	18.63	20.57	20.42	17.48	19.68	17.33	8.84	15.00
Mostly B	22.88	23.29	22.59	22.41	23.81	24.99	21.21	21.52	19.75	18.77	23.31
Mostly C	50.44	49.16	56.51	56.85	54.75	52.68	58.70	56.83	61.13	64.74	59.38
Below C	1.84	1.73	2.16	2.12	0.88	1.91	2.61	1.97	1.79	7.65	2.32
1979-1982											
Mostly A	21.54	22.52	16.70	16.68	18.80	18.33	15.51	18.00	17.23	6.42	11.79
Mostly B	23.52	24.18	22.09	22.00	21.56	23.91	21.36	23.15	21.21	12.28	24.33
Mostly C	53.42	51.91	59.45	59.51	57.50	56.41	61.26	56.87	59.99	78.32	63.36
Below C	1.52	1.39	1.77	1.81	2.14	1.35	1.87	1.98	1.58	2.98	0.51
1982†											
Mostly A	31.94	33.10	26.35	26.49	27.01	28.56	25.50	25.35	25.76	NA	26.14
Mostly B	48.03	47.82	51.10	51.21	51.13	49.54	51.56	51.19	51.83	NA	52.40
Mostly C	14.00	13.43	15.80	15.62	14.90	15.26	16.22	16.59	15.57	NA	15.82
Below C	6.03	5.65	6.75	6.68	6.95	6.63	6.72	6.87	6.84	NA	5.64
1987											
Mostly A	14.32	27.49	17.01	17.09	16.74	20.81	15.92	16.29	14.34	NA	NA
Mostly B	32.25	26.12	23.96	24.02	24.19	25.43	23.41	23.37	23.43	NA	NA
Mostly C	47.36	24.25	29.36	29.42	30.70	27.46	29.68	29.32	31.12	NA	NA
Below C	6.07	22.14	29.67	29.48	28.37	26.30	30.99	31.02	31.12	NA	NA

Table 43-2-- Percentage Distribution of Total Course Credits Earned by High School Graduates in Specific Labor Market Preparation Subjects by Race/Ethnicity , 1969 to 1987

	Share of HS Grad Pop	Total HS Credits	Total Voc Ed Credits	Total Voc. Ed Less CE Credits	Agric Credits	All Bus Credits	Bus Mg Credits	Bus Sup Credits	Mk Dist Credits	Health Credit	OHE Credits	All T&I Credits	T&I Constr Credits	T&I Mech Credits	T&I Prec Credits	Tech Comm Credits
1969																
Asian	2.81	3.14	2.89	2.48	0.00	2.06	0.85	2.40	2.60	Low-N	1.45	3.52	0.00	3.84	3.66	Low-N
Black	18.62	18.86	24.12	22.24	2.89	25.15	28.16	24.09	24.09	Low-N	9.55	21.75	8.86	29.94	20.95	Low-N
Hispanic	1.38	1.47	1.92	1.65	0.64	1.39	0.98	1.47	2.55	Low-N	0.17	2.43	0.00	4.11	2.31	Low-N
White	76.59	75.95	70.44	73.03	95.18	70.87	69.51	71.51	70.77	Low-N	88.38	71.72	91.14	61.59	72.46	Low-N
Unk	0.59	0.58	0.64	0.61	1.29	0.53	0.50	0.53	0.00	Low-N	0.45	0.58	0.00	0.52	0.62	Low-N
1975-1978																
Black	10.68	10.43	11.06	11.15	4.72	10.53	11.22	10.32	14.97	19.30	27.31	8.84	11.67	11.35	6.29	5.12
Hispanic	4.07	4.18	4.24	4.01	3.61	3.67	3.16	3.82	3.30	3.68	5.03	4.31	2.96	5.59	4.08	2.92
Non-blk/Hisp	85.25	85.39	84.70	84.84	91.67	85.81	85.62	85.85	81.74	77.02	67.66	86.85	85.37	83.06	89.62	91.95
1979-1982																
Black	13.57	13.19	13.26	13.01	7.45	12.08	13.21	11.75	13.64	13.91	25.52	10.79	19.12	12.01	7.89	6.60
Hispanic	4.83	4.87	4.81	4.36	2.87	5.15	3.58	5.60	4.37	2.48	3.24	4.33	2.48	5.06	4.42	4.11
Non-blk/Hisp	81.60	81.94	81.93	82.63	89.67	82.77	83.21	82.65	81.99	83.62	71.24	84.88	78.40	82.93	87.69	89.28
1982†																
Asian	1.50	1.55	1.02	0.97	0.35	0.86	0.67	0.89	0.37	1.00	0.42	1.24	0.46	0.99	1.43	2.30
Black	11.30	11.17	11.75	11.54	4.77	10.54	11.18	10.36	14.63	32.49	14.72	10.66	19.15	8.38	9.60	10.84
Hispanic	11.89	11.71	13.48	13.29	13.39	11.44	10.70	11.64	11.00	15.78	12.79	15.37	15.57	16.24	15.06	7.99
Nat Am	1.15	1.15	1.27	1.27	1.46	0.79	0.72	0.81	0.85	1.53	0.65	2.04	1.95	2.06	2.04	0.55
White	74.17	74.41	72.48	72.94	80.03	76.38	76.73	76.29	73.15	49.21	71.41	70.69	62.86	72.33	71.87	78.31
1987																
Asian	3.08	3.26	2.03	2.01	0.15	2.06	1.53	2.20	3.22	4.28	1.48	1.42	0.29	1.30	1.67	3.77
Black	14.11	13.62	14.18	13.96	7.08	14.37	14.02	14.58	15.65	21.38	19.62	11.07	15.69	11.93	10.11	9.54
Hispanic	7.37	7.23	7.11	6.88	2.22	7.43	4.48	8.18	7.69	7.44	6.70	7.55	6.15	8.67	7.52	4.04
Native Am	0.88	0.89	0.93	0.94	0.84	0.99	1.75	0.82	0.46	1.00	0.43	1.19	1.88	0.99	1.13	0.78
White	74.57	75.01	75.76	76.21	89.71	75.16	78.21	74.22	72.98	65.90	71.78	78.77	76.01	77.11	79.57	81.87

Table 43-3-- Percentage Distribution of Total Course Credits Earned by High School Graduates in Specific Labor Market Preparation Subjects by High School Grades, 1969 to 1987

	Share of HS Grad Pop	Total HS Credits	Total Voc Ed Credits	Total Voc. Ed Less CE Credits	All Agric Credits	Bus Credits	Bus Mg Credits	Bus Sup Credits	Mk Dist Credits	Health Credit	OHE Credits	All T&I Credits	T&I Constr Credits	T&I Mech Credits	T&I Prec Credits	Tech Comm Credits
1969																
Mostly A	13.03	13.70	6.60	6.24	5.20	8.22	3.85	6.47	0.00	Low-N	3.75	4.43	0.00	1.18	5.05	Low-N
Mostly B	49.03	50.11	46.55	45.56	39.15	30.95	37.60	51.28	48.19	Low-N	35.24	41.39	26.89	44.28	41.57	Low-N
Mostly C	36.93	35.29	45.58	46.84	51.61	59.64	56.64	41.60	50.82	Low-N	58.40	52.39	70.89	53.36	51.47	Low-N
Below C	1.01	0.91	1.27	1.35	4.04	1.19	1.91	0.65	0.99	Low-N	2.61	1.79	2.22	1.18	1.91	Low-N
1975-1978																
Mostly A	24.83	25.82	18.75	18.62	21.22	24.90	23.34	25.41	21.94	20.82	23.12	22.13	22.04	20.95	22.91	23.90
Mostly B	22.90	23.29	22.58	22.40	22.18	26.34	16.64	29.54	6.23	24.00	14.22	16.28	14.78	13.44	17.78	26.94
Mostly C	50.47	49.16	56.51	56.85	54.63	47.41	58.23	43.87	68.61	52.89	62.66	57.70	57.01	59.26	56.93	48.58
Below C	1.82	1.73	2.16	2.12	1.97	1.34	1.79	1.18	3.22	2.29	0.00	3.89	6.17	6.35	2.37	0.59
1979-1982																
Mostly A	21.54	22.52	16.69	16.68	13.10	23.75	18.20	25.26	13.01	14.33	13.00	10.19	8.43	5.69	12.52	18.40
Mostly B	23.52	24.17	22.08	22.00	19.80	27.66	25.40	28.53	15.39	23.47	23.66	16.29	9.20	13.99	19.47	28.70
Mostly C	53.42	51.91	59.44	59.50	64.97	47.80	55.18	45.57	67.24	62.20	60.90	71.31	76.62	77.66	66.73	52.15
Below C	1.52	1.40	1.78	1.82	2.13	0.79	1.21	0.65	4.36	0.00	2.44	2.21	5.75	2.67	1.28	0.74
1982†																
Mostly A	15.72	16.50	10.97	11.10	8.25	16.34	12.01	17.44	6.86	6.65	7.19	5.47	3.56	3.62	6.60	18.90
Mostly B	32.89	33.62	31.17	30.87	34.53	34.83	31.04	35.68	28.71	20.87	30.10	27.53	24.84	24.01	29.10	30.41
Mostly C	45.68	44.67	51.66	51.84	50.14	45.27	51.31	43.92	56.96	67.64	54.87	58.84	58.65	63.16	57.54	46.47
Below C	5.71	5.22	6.19	6.18	7.08	3.55	5.64	2.96	7.47	4.83	7.84	8.16	12.94	9.21	6.76	4.22
1987																
Mostly A	13.99	15.36	9.27	9.31	9.32	11.44	9.66	11.76	4.29	9.63	4.36	5.12	2.63	3.18	6.23	20.66
Mostly B	32.11	33.36	29.84	29.81	29.63	34.25	32.41	34.74	23.65	30.96	26.66	24.19	21.16	20.40	26.03	37.93
Mostly C	47.82	45.97	53.92	53.97	56.38	49.02	50.82	48.70	64.59	52.70	62.04	60.06	63.04	65.11	57.78	38.34
Below C	6.08	5.32	6.97	6.91	4.67	5.29	7.11	4.80	7.47	6.70	6.94	10.63	13.17	11.31	9.96	3.08

Table 44-1-- Percentage Distribution of Total Course Credits Earned by High School Graduates in General Labor Market Preparation Courses by Sex , 1969 to 1987

	Share of HS Grad Pop	Total HS Credits	Total Voc Ed Credits	Total Voc Ed Less CE Credits	Total GLM Prep Credits	Typing Credits	Intro Indust Credits	Career Exp Credits	GLM Skills Credits
1969									
Male	48.16	47.59	44.40	45.19	40.73	32.93	95.53	35.14	36.74
Female	51.84	52.41	55.60	54.81	59.27	67.07	4.47	64.86	63.26
1975-1978									
Male	46.62	46.27	44.96	45.65	40.91	29.82	93.69	37.56	33.59
Female	53.38	53.73	55.04	54.35	59.09	70.18	6.31	62.44	66.41
1979-1982									
Male	49.26	49.06	48.08	48.15	44.73	31.47	87.17	47.41	41.22
Female	50.74	50.94	51.92	51.85	55.27	68.53	12.83	52.59	58.78
1982†									
Male	48.24	47.89	48.08	47.91	45.54	32.69	87.84	52.53	35.86
Female	51.76	52.11	51.92	52.09	54.46	67.31	12.16	47.47	64.14
1987									
Male	48.41	47.97	49.31	49.34	47.06	37.94	88.66	48.41	38.48
Female	51.59	52.03	50.69	50.66	52.94	62.06	11.34	51.59	61.52

Table 44-2-- Percentage Distribution of Total Course Credits Earned by High School Graduates in General Labor Market Preparation Courses by Race/Ethnicity, 1969 to 1987

	Share of HS Grad Pop	Total HS Credits	Total Voc Ed Credits	Total Voc Ed Less CE Credits	Total GLM Prep Credits	Typing Credits	Intro Indust Credits	Career Exp Credits	GLM Skills Credits
1969									
Asian	2.81	3.14	2.90	2.48	3.97	3.39	0.00	7.28	2.12
Black	18.62	18.86	23.77	22.24	26.34	21.77	6.42	44.66	19.68
Hispanic	1.38	1.47	1.93	1.65	2.39	1.64	0.12	4.87	1.56
White	76.59	75.95	70.77	73.03	66.40	72.51	92.44	42.20	75.17
Other/Unknown	0.59	0.58	0.64	0.61	0.90	0.68	1.01	0.97	1.47
1975 - 1978									
Black	10.68	10.43	11.06	11.15	10.39	9.81	6.94	10.13	16.47
Hispanic	4.07	4.18	4.24	4.01	4.70	4.38	2.40	6.76	3.55
Non-blk/Hisp	85.25	85.39	84.70	84.84	84.91	85.81	90.66	83.11	79.99
1979 - 1982									
Black	13.57	13.19	13.26	13.01	14.12	12.29	9.42	16.00	21.41
Hispanic	4.83	4.87	4.81	4.36	6.13	4.99	3.05	9.85	3.49
Non-blk/Hisp	81.60	81.94	81.93	82.63	79.76	82.72	87.53	74.15	75.09
1982†									
Asian	1.50	1.54	1.01	0.97	1.35	1.36	0.94	2.19	0.74
Black	11.30	11.13	11.70	11.49	11.53	11.26	8.37	17.12	10.26
Hispanic	11.89	11.67	13.43	13.24	13.42	10.77	16.94	18.71	12.76
Nat Am	1.15	1.14	1.26	1.26	1.24	0.96	1.51	1.14	2.38
White	74.57	74.51	72.59	73.04	72.45	75.66	72.24	60.84	73.86
1987									
Asian	3.08	3.26	2.03	2.01	2.32	2.81	0.87	2.42	1.58
Black	14.11	13.62	14.18	13.96	14.70	13.09	13.00	20.17	17.42
Hispanic	7.37	7.23	7.11	6.88	7.68	7.36	5.75	13.16	3.80
Nat Am	0.88	0.89	0.93	0.94	0.81	0.92	1.06	0.31	0.45
White	74.57	75.01	75.76	76.21	74.49	75.82	79.31	63.94	76.74

Table 44-3-- Percentage Distribution of Total Course Credits Earned by High School Graduates in General Labor Market Preparation Courses by High School Grades, 1969 to 1987

	Share of HS Grad Pop	Total HS Credits	Total Voc Ed Credits	Total Voc Ed Less CE Credits	Total GLM Prep Credits	Typing Credits	Intro Indust Credits	Career Exp Credits	GLM Skills Credits
1969									
Mostly A	9.21	9.81	4.42	4.14	6.31	7.85	1.55	7.48	1.41
Mostly B	39.82	41.24	35.82	34.72	40.76	43.51	23.34	47.84	27.33
Mostly C	44.17	42.77	51.65	52.58	46.03	43.35	59.17	41.59	57.26
Below C	6.80	6.17	8.10	8.56	6.90	5.29	15.94	3.09	14.00
1975-1978									
Mostly A	24.84	25.84	18.77	18.64	20.43	26.37	8.76	20.13	11.46
Mostly B	22.88	23.27	22.57	22.39	24.98	25.51	24.21	24.53	24.14
Mostly C	50.44	49.14	56.48	56.83	52.66	47.31	62.27	52.75	63.18
Below C	1.84	1.75	2.18	2.14	1.93	0.81	4.76	2.59	1.22
1979-1982									
Mostly A	21.54	22.52	16.69	16.68	18.33	23.13	9.72	16.86	12.45
Mostly B	23.52	24.17	22.08	22.00	23.91	26.53	18.21	23.01	24.16
Mostly C	53.42	51.91	59.44	59.50	56.41	49.57	68.93	58.79	61.73
Below C	1.52	1.40	1.78	1.82	1.35	0.77	3.14	1.33	1.66
1982†									
Mostly A	15.72	16.50	10.97	11.02	13.02	17.38	6.47	8.14	9.24
Mostly B	32.89	33.62	31.17	31.38	31.44	34.58	27.07	26.49	30.37
Mostly C	45.68	44.67	51.66	51.46	49.52	43.90	56.39	57.81	53.68
Below C	5.71	5.22	6.19	6.14	6.02	4.14	10.07	7.56	6.71
1987									
Mostly A	14.32	15.71	9.51	9.55	11.59	14.80	6.33	8.10	4.24
Mostly B	32.25	33.49	30.03	30.00	32.02	34.52	28.49	29.67	25.45
Mostly C	47.36	45.50	53.50	53.55	50.10	46.39	55.79	53.63	60.73
Below C	6.07	5.31	6.96	6.90	6.29	4.29	9.39	8.59	9.58

Table 45-1– Percentage Distribution of High School Graduates with Different Numbers of Vocational Education Credits, 1969 to 1987

	<1 Credits	1 Credits	2 Credits	3 Credits	4 Credits	5 Credits	6 Credits	7 Credits	8 Credits	9 Credits	10 Credits	11 Credits	12+ Credits
1969	8.8	15.0	13.7	11.7	10.4	11.7	10.9	9.6	5.0	1.9	0.8	0.3	0.0
1975-1978	4.1	10.9	11.5	13.2	11.9	12.1	11.2	8.6	6.1	4.4	3.0	1.4	1.8
1979-1982	2.8	8.4	10.6	12.9	10.9	11.3	11.4	10.8	8.3	5.2	3.9	2.0	1.3
1982†	5.4	11.0	12.3	12.5	12.2	12.0	10.3	8.9	6.5	4.1	2.4	1.3	0.9
1987	2.4	10.5	13.5	13.4	12.9	12.4	10.2	8.3	6.3	4.6	2.6	1.5	1.2

Table 45-2– Percentage Distribution of High School Graduates with Different Numbers of Vocational Education Credits by Sex, 1975 to 1987

	<1 Credits	1 Credits	2 Credits	3 Credits	4 Credits	5 Credits	6 Credits	7 Credits	8 Credits	9 Credits	10 Credits	11 Credits	12+ Credits
1969													
Male	10.1	16.9	14.2	12.6	10.8	12.0	8.7	9.4	3.5	1.3	0.5	0.1	0.0
Female	7.9	13.4	13.3	10.8	10.0	11.4	13.0	9.7	6.4	2.3	1.1	0.5	0.1
1975-1978													
Male	4.6	12.8	13.4	12.3	11.8	10.3	9.5	8.9	6.2	4.4	2.8	1.4	1.6
Female	3.6	9.2	9.7	14.0	12.0	13.7	12.6	8.3	6.0	4.3	3.1	1.4	2.0
1979-1982													
Male	3.4	8.4	12.1	13.1	11.1	10.6	11.3	9.6	7.5	5.2	4.2	2.0	1.5
Female	2.2	8.5	9.1	12.8	10.6	12.1	11.4	12.1	9.2	5.2	3.7	2.0	1.3
1982†													
Male	5.3	11.1	12.8	12.0	13.4	11.7	9.2	9.2	6.6	4.1	2.4	1.1	1.1
Female	5.6	11.0	11.9	13.0	11.1	12.3	11.3	8.5	6.4	4.1	2.3	1.6	1.0
1987													
Male	2.3	10.0	13.4	13.1	13.0	12.3	10.3	8.3	6.6	4.6	2.8	1.7	1.5
Female	2.5	10.9	13.6	13.7	12.8	12.5	10.0	8.4	6.1	4.7	2.3	1.4	1.0

Table 46-1-- Percentage Distribution of High School Graduates with Different Numbers of Credits in Specific Labor Market Vocational Education Subjects, 1969 to 1987

	<1 Credits	1 Credits	2 Credits	3 Credits	4 Credits	5 Credits	6 Credits	7 Credits	8 Credits	9 Credits	10 Credits	11 Credits	12+ Credits
1969	28.9	18.2	15.5	11.7	10.2	6.7	4.1	3.9	0.6	0.1	0.0	0.0	0.0
1975-1978	18.3	21.4	15.8	13.4	10.1	6.3	6.6	3.3	1.8	1.7	0.7	0.2	0.2
1979-1982	15.0	17.3	16.9	13.1	11.1	7.6	7.6	5.2	3.2	1.5	1.1	0.3	0.2
1982†	19.3	18.6	16.0	13.3	10.1	7.5	6.0	4.1	2.4	1.4	0.8	0.3	0.2
1987	11.9	19.8	17.7	14.5	11.2	8.0	6.8	4.4	2.6	1.7	0.7	0.4	0.3

Table 47-1-- Percentage Distribution of Credits Earned by High School Graduates in Primary Vocational Education Including C&HE by Half Credit/Semester Intervals, 1975 to 1987

	<0.5 Credits	0.5 Credits	1 Credits	1.5 Credits	2 Credits	2.5 Credits	3 Credits	3.5 Credits	4 Credits	4.5 Credits	5 Credits	5.5 Credits	6 Credits	6.5 Credits	7 Credits	7.5 Credits	8+ Credits
1969	21.9	3.7	16.5	3.5	17.9	3.0	11.4	2.4	9.5	1.4	2.7	0.4	3.1	1.0	1.3	0.1	0.2
1975-1978	12.0	6.7	16.8	8.7	18.6	5.6	10.4	2.8	6.8	1.8	2.3	1.1	3.8	0.4	0.5	0.2	1.3
1979-1982	8.2	5.8	15.1	6.7	19.0	5.0	13.0	3.8	8.0	1.5	4.1	0.9	5.2	0.8	1.3	0.4	1.3
1982†	10.4	6.1	17.9	8.2	17.5	4.9	11.7	3.4	7.0	1.8	3.1	0.8	4.0	0.5	0.8	0.2	1.7
1987	7.1	5.6	16.6	8.3	19.6	5.3	13.2	2.7	8.2	1.9	3.0	0.8	4.4	0.6	1.0	0.3	1.4

Table 48-1-- Percentage Distributionof Credits Earned by High School Graduates in Primary Vocational Education Not Including C&HE by Half Credit/Semester Intervals ,1975 to 1987

	<0.5 Credits	0.5 Credits	1 Credits	1.5 Credits	2 Credits	2.5 Credits	3 Credits	3.5 Credits	4 Credits	4.5 Credits	5 Credits	5.5 Credits	6 Credits	6.5 Credits	7 Credits	7.5 Credits	8+ Credits
1969	35.5	3.2	14.0	2.8	14.8	2.0	8.6	1.8	7.5	1.3	2.6	0.4	2.9	1.0	1.3	0.1	0.1
1975-1978	30.8	5.7	14.2	5.5	14.5	3.1	8.5	2.0	5.3	1.7	1.9	1.1	3.4	0.4	0.5	0.2	1.2
1979-1982	26.2	4.2	13.6	4.1	15.0	3.1	9.9	3.0	6.5	1.3	3.7	0.8	4.9	0.8	1.2	0.4	1.2
1982†	33.7	6.9	16.5	5.3	12.3	2.7	7.2	1.9	4.4	1.3	2.3	0.6	3.0	0.4	0.5	0.1	1.1
1987	21.2	5.5	15.1	6.2	16.1	3.7	10.6	2.2	7.1	1.6	2.7	0.7	4.1	0.6	0.9	0.3	1.4

Table 49-1-- Average Number of Credits Earned by High School Graduates in Personal/Other Subjects, 1969 to 1987

	HS Grad Pop 000's	Pers Use/Oth Credits	Pers Use/Oth Percent	Pers Use/Oth if Particip Credits
1969	2,522	1.90	97.53	0.02
1975-1978	2,831	2.30	97.25	2.37
1979-1982	2,749	2.40	98.73	2.43
1982†	2,705	2.63	98.65	2.67
1987	2,428	2.69	98.48	2.69

Table 50-1-- Total Number of Course Credits Earned by High School Graduates in Personal/Other Subjects, 1969 to 1987

	HS Grad Pop 000's	Pers Use/Oth Credits 000's	Pers Use/Oth Students 000's
1969	2,522	4,805	2,467
1975-1978	2,831	5,990	2,533
1979-1982	2,749	6,806	2,800
1982†	2,705	6,725	2,522
1987	2,428	7,959	2,914

APPENDIX I
ALTERNATIVE MEASURES OF HIGH SCHOOL ENROLLMENT EXPERIENCES

There are three basic measures of high school students' course-taking experiences. The simplest and most highly aggregated measure is the student's high school curriculum track (academic, vocational, or general). A less aggregated, and therefore more informative, measure of a student's high school course-taking experiences is provided by partial course-taking information such as the number of courses a student completed in mathematics, English, or business. A third measure of courses completed is the student's high school transcript. Transcripts are by far the most detailed and flexible measure, since they provide a complete record of all the courses the student took; however, the transcript is also more cumbersome than other measures because of its great detail.

High School Curriculum Tracks

The high school curriculum has traditionally been characterized as consisting of three largely exclusive tracks: academic, general, and vocational. High school students were classified by reference to one of these tracks, and their course-taking experiences were considered to be adequately explained by this reference. These labels are not without some merit, since "academic" students do complete more credits on average from within the academic curriculum than "general" or "vocational" students, vocational students complete more vocational credits than students in the other tracks, and general students are left somewhere in between.

These distinctions, however, are really not very informative. "Academic" may appropriately define the group of students that goes on to four-year colleges and universities, but the label does not unambiguously define a unique high school curriculum that applies only to these students. For example, many students described as vocational or general complete courses such as Algebra 1 or French, courses which are generally thought of as college preparatory; similarly, wood shop, electronics, or personal finance courses are not closed to academic students. Thus, the labels "academic," "general," and "vocational" may accurately differentiate curricula, but they do not work well to distinguish different types of students.

The data presented in this report show why applying these labels to students is misleading. For example, data from High School and Beyond show that high school graduates who describe themselves as vocational track students completed an average of 6.6 credits in the vocational curriculum, self-described general students completed 4.7 vocational credits on average, and self-reported academic students completed an average of 3.0 credits in the vocational curriculum. Similarly, all high school graduates completed most of their credits in the academic curriculum: vocational students completed an average of 11.9, academic students an average of 16.4, and general students an average of 13.5 credits. Thus, while the curriculum track designations do reflect some differences in patterns of participation in the high school curricula, these designations are imprecise and conceal the extent to which all high school graduates complete courses across the various curricula.

There are two overarching reasons to be wary of describing students' curricular experiences with these broad track labels. The first is that the labels suggest a degree of consistency in patterns of participation that are not justified. Two students in the academic track will not necessarily follow the same paths and complete the same courses, and likewise for students in the other tracks. Furthermore, the definitions of these tracks may change over time, so the courses taken by a vocational student in 1969 may not be the same as those taken by a vocational student in 1987. The second reason follows from the first: by ascribing a degree of uniformity in patterns of curricular participation to students in the same track, the wrong conclusions may be drawn about the utility of the track or the shortcomings (or strengths) of that curriculum. For example, policy makers may see that "vocational" students earn relatively low wages or suffer from high rates of unemployment when they get out of high school, and conclude that the vocational programs are an inefficient use of limited educational resources. This conclusion, however, may not be supported by a more carefully articulated examination of the results of different programs: health occupations and construction may have very different employment outcomes. The track designations also obscure issues related to access. Information about who is labeled "vocational" reveals little about the amount of participation in vocational education or the occupational preparation students receive.

In short, the track designations are indicators of high school curricular participation that are too broad to be useful in making educational policy. While they are broadly indicative of patterns of participation and are perhaps useful in understanding students' perceptions of their own educational intentions, the detail necessary for tracing relationships between education and outcomes or for identifying the consequences of particular course-taking decisions is lost.

Measures of Semesters of Credits Completed in Specific Subject Areas

A more discriminating measure of students' participation in the high school curriculum is the number of courses students have taken in specific subject areas such as mathematics or business. This measure of curricular participation has the advantage of being more detailed than the three broad curriculum tracks and, therefore, avoids many of the hazards described above. Students or schools report the number of courses, semesters, or credits completed in various subject areas, and this enables researchers to discriminate among different patterns of participation by the level of course-taking activity in the different curricula. However, this is a hybrid measure that lacks both the simplicity of the basic track descriptions and the distinguishing detail of the transcript measure.

The first weakness of this measure is that the listing of credits or courses is partial. It need not be a partial measure, but the data sources considered for this report that contained these variables included only partial measures. As a result, there was no way to reliably calculate average total credits earned in high school, average total vocational credits, or average total academic credits.

Lack of consistency is another problem with this measure, particularly for the type time-series analysis presented in this report. Neither the students nor the schools had the benefit of the Secondary School Taxonomy for classifying the courses taken. Therefore the credits reported in one subject area by some students or schools may have been classified in another subject area by other students or schools. For example, in one place students may be classify vocational math as mathematics, in another they may classify this course as an introductory vocational course. Because of this classification problem, any differences that may emerge in patterns of course-taking cannot be positively identified as real differences or as the result of different classification schemes, particularly when the analysis involves several data sets collected at different times.

A third problem is that the units of accounting may also be inconsistent. Although students in the NLS-72 and HS&B samples reported each semester length course as one credit, these units may differ from standardized Carnegie Units because of difficulties in estimating credits earned in non-standard term courses, differences in the length of class periods, or differences in the number of periods per week that the class met.

Prior work conducted by MPR Associates for the National Assessment of Vocational Education using High School and Beyond data indicated that students' estimates of the number of semesters completed in specific subject areas consistently differed from estimates derived through transcripts.[1] Table I.1 shows that the precision with which students reported their course work varied considerably by subject area, even without any of the problems of data inconsistencies that might be introduced when more than one data set is used.

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[1] E. Gareth Hoachlander, Cynthia L. Brown, and John Tuma, *Measuring High School Curricular Experiences: Implications for Vocational Education*, a report prepared for the National Assessment of Vocational Education, (Washington, D.C.: Office of Planning, Budgeting, and Evaluation, U.S. Department of Education,) December 1987).

Table I.1
Percentage of Students Reporting the Same, More, or Fewer Credits Than Their Transcripts

Subject Area	Fewer Credits	Same Credits*	More Credits
Math	5.6%	52.2%	42.2%
English	15.4	50.1	34.5
For. Lang.	3.0	76.6	20.4
Soc. Studies	26.2	48.5	25.3
Science	8.4	58.0	33.6
Business	12.6	55.9	31.5
T&I	17.4	74.6	8.0
Technical	3.6	81.5	14.9
Other Voc.	54.4	34.3	11.3

* Credit counts were considered equivalent if they were within ± 0.5 credits.

Table I.1 shows that students consistently over-reported credits in math, English, foreign languages, science, and business, and under-reported the number of units completed in vocational areas other than trade and industrial and technical fields. This table is indicative of the problems associated with relying on partial measures for indications of the number of credits completed by students in various fields. These measures provide more information than the simple curriculum track designations, but they introduce a whole range of problems related to consistency of reporting, accounting, and incomplete measurements.

The probable inconsistencies of the partial course-taking measure between one data set and another makes it inappropriate for the time-series analysis presented in this report. However, the partial measure has one important advantage over transcript data: the partial measure reflects the categorization scheme of the student or administrator reporting the data, which in turn reflects the educational objectives of the student or the student's school. Although not available in the data sets used in this time-series study, one partial measure that would be very useful for studying vocational education is the number of courses taken in a single vocational program, where program denotes a series of linked courses leading to a clear vocational objective. Problems of consistency in reporting vocational program participation would probably still make comparisons of these data from one data set to another or over time very difficult. But the transcript measure, whose great strength is its flexibility, does not reflect the assumptions of the student or the school about the program of courses taken, and hence assessing the comprehensiveness of vocational course-taking for individual students is more difficult than with the partial measure.

Transcript Measures of Course-Taking Activity

The problems and limitations of the curriculum track and partial course-taking measures of high school curricular participation are largely solved by using transcript measures. Transcripts provide a complete record of the courses taken by students in high school. Researchers and policy makers are therefore able to examine in detail the substantial variations in patterns of participation within curriculum tracks, as well as the entire record of courses rather than just a partial summarization. Transcript data also make possible a relatively consistent scheme for classifying courses so that any changes in patterns of participation in the high school curriculum over time can be documented.

One advantage of using transcript data is their detail. Transcripts provide a course-by-course listing of the courses taken by students while they were in high school. Hence questions about the relationships between courses or parts of the curriculum can be addressed. In contrast, the curriculum track measure does not allow any real disaggregation of the courses completed by students in high school. To return to an earlier example, students enrolled in the vocational track may have poorer job prospects *on average* after high school than students in the academic track, but this pattern may be mitigated for students who complete two or more full years of training in a single occupational field or among students in particular vocational disciplines such as computer technologies. This kind of discriminating investigation cannot be undertaken without the detail available in transcript data.

Another advantage of transcript data is their flexibility for evaluating patterns of participation in the high school curriculum. Using transcript information, the researcher can combine courses or subject areas into groupings that make sense for particular analytic purposes. For example, the NAEP SST aggregates mathematics and English courses into two very different structural paradigms: the first organizes courses primarily by content, the second by the level of difficulty. These different combinations of courses provide different information about the types and levels of courses taken by high school students. Hence, the analysis being undertaken has implications for the form in which the data will be aggregated; transcript data provide the flexibility necessary to respond to a variety of analytical needs.

The third advantage of transcript data, particularly for the time-series analysis presented in this data volume, is that they enable the researcher to organize course-taking data from different sources into a consistent format. Partial measures of course-taking do not provide a reliable measure of students' high school activities not only because they are partial, but because there is no way to ensure a consistent scheme for classifying courses. The development of the Secondary School Taxonomy (SST) was a complex and time-consuming task that required many staff hours as well as the efforts of an expert review panel. Many of the decisions regarding where to place various courses were not obvious;

rather they were decided as a matter of opinion. The subjective collective effort of the participants, and the fact that other reasonable people might disagree with the placement of one or a number of courses, does not invalidate the SST. What is important, particularly for this time-series analysis that takes data from four different sources collected at different times, is not that the Taxonomy end once and for all any discussion about how or where to classify secondary courses, but rather that courses be consistently classified for purposes of this type of analysis.

Despite the many advantages of transcript data, there were still problems of consistency in the way courses were programmed in the original data sets. This is a problem that can really only be controlled if course titles are consistently coded in each of the data sources. For example, the HS&B course names and codes were highly differentiated, which enabled quite precise placement of courses in the taxonomy.[2] However, this level of differentiation was not consistent across all of the data sets. Several NLS-Youth course titles were often aggregated as a single course code; in several cases these multiple course titles were distinguished separately in HS&B and were placed in different parts of the taxonomy. As a result, there were a number of inconsistencies in the time-series data that are not indicative of different patterns of course-taking, but are a function of inconsistencies in the way courses were coded in the original transcript data sets.

Even though multiple titles were not combined in several of these data sets, a single course title in the transcript files contains information that is an aggregation of courses from different school. Even courses with relatively clearly defined subject matter such as Algebra 1 may differ somewhat from school to school in terms of specific content, methodology, or level of sophistication. Thus, even at this level of detail, each course title represents an "average" course with generally the same content, rather than a course with very specific, clearly defined content. By focusing on the course as the unit of aggregation, however, the amount of variation represented by each taxonomic category is relatively small. For example, within the vocational curriculum track, students can complete credits in such diverse areas as auto shop or health occupations; within a student-reported measure of semesters completed in science, they would include physics and biology; at the level of the taxonomic categories in the SST, which are based on aggregations of specific courses, we can determine how many credits students earned in health or biology. There may be questions still about the amount of variation in courses labeled Biology 1 that we cannot resolve, but level of indeterminacy is small relative to either of the broader measures.

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[2] The SST was first developed using the High School and Beyond data set. The original SST was developed for the National Assessment by Cynthia L. Brown, E. Gareth Hoachlander, and Robert H. Meyer, with the assistance of National Assessment Staff, staff of the NAVE Support Center (VESAC), and an external review panel. Subsequent versions of the SST for the other data sets were developed by Antoinette Gifford, John Tuma, and Robert H. Meyer. These taxonomies will be published separately as a report of the National Assessment.

APPENDIX II
SOURCES OF NATIONAL HIGH SCHOOL ENROLLMENT DATA

We examined six sources of high school enrollment data for this time-series report. These were the National Assessment of Educational Progress (NAEP), High School and Beyond (HS&B), the National Longitudinal Survey-Youth Cohort (NLSY), the National Longitudinal Study of the High School Class of 1972 (NLS-72), the ETS Study of Academic Prediction and Growth, and Project TALENT. Four of these sources contained complete transcripts, three contained partial course-taking measures, and five contained student curriculum tracks. A seventh source, the federal Vocational Education Data System (VEDS), was not considered for inclusion in this report, but will be reviewed here as one of the major alternative sources of high school enrollment information. Table II.1 shows the type of enrollment information available in each data set.

Table II.1
Sources of National Enrollment Data

	Type of Enrollment Data		
Data Source	Curriculum Track	Partial Course-Taking	Transcripts
NAEP	No	No	Yes
HS&B	Yes	Yes	Yes
NLSY	Yes	No	Yes
NLS-72	Yes	Yes	No
ETS	Yes	Yes	Yes
TALENT	Yes	Yes	No
VEDS	Yes	Yes	No

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a Congressionally mandated national survey of the skills, knowledge, and attitudes of young Americans. NAEP collected data for the first time in 1969, and since that time its samples have included over a million students aged 9, 13, and 17. In 1983-84, NAEP began sampling students by grade level as well as by age. The most recent data collection effort undertaken by NAEP was conducted in 1986. In addition to the comprehensive survey of skills, attitudes, and knowledge, the 1986 assessment collected complete high school transcripts for the sample of students in the eleventh grade cohort (age 17).

The transcript file contained a total of 34,140 cases and included information about students' schools and a complete listing of courses offered at each school. The transcript files also included demographic information on each student, a listing of courses taken by each student, and for each course listed, the grade and amount of credit the student received. Courses were coded using a seven-digit identification number that was based on the six-digit Classification of Instructional Programs code.[1] The seventh digit was added to identify courses as either special or regular education courses.

High School and Beyond

High School and Beyond (HS&B) is a longitudinal data base with a nationally representative sample of over 58,000 1980 high school sophomores and seniors. Part of the long-term data collection program of the Center for Education Statistics, the National Education Longitudinal Studies, the HS&B data base is the one of most comprehensive data bases available. Both the 1980 senior and sophomore cohorts were surveyed in 1980, 1982, 1984 and 1986.[2]

The High School and Beyond base year survey was conducted in spring of 1980. Over 30,000 sophomores and 28,000 seniors enrolled in 1,015 public and private high schools across the county participated. The survey sample was designed to include sufficient numbers of students who were of particular interest in policy questions by over-sampling schools with high minority populations, alternative public schools, and private schools with high achieving students. Follow-up surveys retained members of these over-sampled groups at higher rates than other students.[3]

Complete high school transcripts are available for approximately 16,200 members of the 1980 sophomore class. The sample of 1980 sophomores chosen for the transcript study was selected in part to maximize the number of cases from policy-relevant subgroups (e.g., drop-outs and racial minorities).[4] Transcript information was collected in 1982 from the 10th, 11th, and 12th grade records (1979-80 to 1981-82 school years), but many of these students also have 9th grade records available. The secondary transcript file is organized by student ID number, and contains for each course taken by the student the school year and term the course was taken, the number of credits earned, and the final grade received. Courses are coded using a six-digit course identification number that is based on the Classification of Instructional Programs.

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[1] The *Classification of Instructional Programs* (CIP) was developed by the National Center for Education Statistics in 1981 to replace the *Standard Terminology for Curriculum and Instruction in Local and State School Systems: Handbook VI*. The CIP is now the standard categorization scheme for educational programs.

[2] The 1986 survey data has not been released to date. A final follow-up of the 1980 sophomore cohort is scheduled for 1992.

[3] U.S. Department of Education, Center for Statistics, Office of Educational Research and Improvement, *High School and Beyond, 1980 Senior Cohort Second Follow-up (1984) Data File User's Manual*.

[4] U.S. Department of Education, Center for Statistics, Office of Educational Research and Improvement, *High School and Beyond, 1980 Sophomore Cohort Second Follow-up (1984) Data File User's Manual*; 59.

National Longitudinal Study of the Senior Class of 1972

The National Longitudinal Study of the Senior Class of 1972 (NLS-72) has many of the same features as the more recent High School and Beyond Surveys. Along with HS&B, NLS—72 is a part of the National Education Longitudinal Studies program. The availability of these data for 1972, 1980 and 1982 seniors permits analysis of trends over time, as well as analysis of the progress of each cohort.

The NLS-72 is a highly stratified national probability sample of 1972 high school seniors. The data base contains measures of high school curriculum participation, students' family, ability, community characteristics, and postsecondary activities. The sample of 1972 seniors was surveyed in 1972, 1973, 1974, 1976, 1979, and 1986. Over 16,000 students from the sample participated in the base-year survey and, with the addition of many students who could not be reached for the original survey, over 21,000 of the original sample participated in the 1973 follow-up and were included in subsequent samples. The NLS-72 does not contain high school transcripts and was not included in the time-series study.

National Longitudinal Study of Labor Market Experience—Youth Panel

The National Longitudinal Study of Labor Force Behavior—Youth Cohort is an annual national survey of 12,686 young people throughout the United States. At the present time, six rounds of interviews have been conducted. The Youth Cohort actually consists of three independent probability samples. Two samples were designed to cover the non-institutionalized civilian population in the age range 14 to 21 as of January 1, 1979. One of these is a cross sectional sample designed to yield the proper population proportions of various racial, ethnic, and income groups. The second is a supplemental sample designed to over-sample Hispanic, black and economically disadvantaged non-black, non-Hispanic youth. The third sample was designed specifically to cover the 17 to 21 year age cohort serving in the military as of the same date.[5] The sample was constructed using a multi-stage random probability sample. Dwelling units were chosen for screening from among selected block groups. Block groups were chosen from sampled SMSA's. Youth in the target age range were recruited from dwelling units where screenings were successful.

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[5] Frankel, Martin R , Harold A. McWilliams, and Bruce D. Spencer. *National Longitudinal Study of Labor Force Behavior, Youth Survey. Technical Sampling Report* (Chicago: NORC, August 1983).

Base year interviews were conducted with over 11,000 civilian youth aged 14 to age 21 in spring of 1979. Five follow-up surveys were conducted in the springs of 1980, 1981, 1982, 1983 and 1985. All youth interviewed in the base year survey were included in the follow-up samples. This data base includes high school transcripts for over 9,000 students in the NLSY sample. The transcripts contain complete listings of high school courses, grades received, and the number of credits earned. Course titles were coded using a four-digit code for each course title.[6]

Study of Academic Prediction and Growth

The Study of Academic Prediction and Growth is a longitudinal and cross sectional study including youth who were in grades 5, 7, 9, 11, and 12 in 1961. The sample was drawn from 17 communities across the United States which were chosen specifically to vary on geographic location, school system size, and the proportion of high school graduates continuing on to college. Although the communities were not chosen randomly, they have been shown to be similar to the populations in national probability samples.[7] The Growth Survey includes communities and schools which represent—on a variety of factors—most types of schools and communities; however, it includes no schools from the largest metropolitan areas in the country. Subsequent analyses have also shown that the study is deficient in its representation of the Southern region of the country.[8]

The base year survey sample consisted of all 11th and 12th grade students in 27 high schools in these communities, plus samples of younger students who would enter those schools in the years to come. The sample has a total of 32,000 students from the five age cohorts. The Growth Survey contains full high school transcripts and extensive ability and achievement test results, but little information about postsecondary activities.

High school transcripts (9th to 12th grade, and elementary school courses when available) are available for the 1969 graduates (Group 4). Transcripts included grades, credits, and course titles coded using an independent five-digit code. They are available for 24 of the 27 high schools in the study, and over 80% of transcripts were obtained from most schools. Some transcript information is available on over 6,000 members of the cohort.[9]

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[6] Course classifications were developed from the *Standard Terminology for Curriculum and Instruction in Local and State School Systems: Handbook VI.*

[7] Hilton, Thomas L. "ETS Study of Academic Growth and Prediction", *New Directions for Testing and Measurement,* Vol. 2, (1979); 29.

[8] Adelman, *Op. Cit.*

[9] See Cook, Martha A. *Master Tape Documentation for the Group 4 and Group 2 Follow-up Samples from the Study of Academic Prediction and Growth 1961- 1969* (Maryland, The Center for Social Organization of Schools, John Hopkins University, October 1978); 101.

Project TALENT

Project TALENT is a national longitudinal data base of students in high school in 1960. The sample of over 400,000 young people was developed using a national stratified probability sample of high schools in 1960, and included all students in grades 9 through 12 in those schools. School selection was stratified by region and type of school. Public school selections were further stratified by student retention rate and school size. Each of the four cohorts was sampled in 1960 and again 1 year, 5 years and 11 years after the expected year of graduation from high school, creating a data based on the high school classes of 1960, 1961, 1962 and 1963. All student information in the Project TALENT data base is drawn from student questionnaires. Unlike the National Education Longitudinal surveys, Project TALENT data were collected only by mail, resulting in low response rates to follow-up surveys. Small random surveys of non-respondents were conducted to assess the bias caused by the low response rate, and data can be weighted accordingly.

Project TALENT contains self-reported high school curriculum program and partial course-taking measures. High school curriculum tracks were categorized as general, vocational (trade/industry), college, and agriculture. Students reported how many credits they had taken in mathematics, science, foreign language, social studies, English, business, commercial, vocational/shop/agriculture. A credit was defined as a semester length course. Courses were surveyed only in 1960, so course-taking data included only 9th grade classes for the freshmen cohort, 9th and 10th for the sophomore cohort, 9th through 11th for the 1960 juniors, and 9th through 12th for the senior cohort. However, since Project TALENT did not include high school transcripts, it was not used in the time-series study.

Vocational Education Data System (VEDS)

Unlike the data sets used in this time-series report, which are samples of high school students, VEDS was a national census of the vocational enrollments of secondary, postsecondary, and adult students. VEDS was designed to provide accurate and complete information about secondary vocational education in the United States, from enrollment statistics to data on the types and levels of courses being taught in schools across the country. These data were then to be used to allocate federal vocational education monies to the states as well as to support research in vocational education.

VEDS was created in response to a Congressional mandate to develop a data system that provided policy-relevant information about vocational education in the United States. VEDS first started collecting data in 1978, but it was abandoned several years later, in 1983, after failing to produce accurate information of sufficient disaggregation to meet the needs of Congress and others interested in vocational education policy.

The failure of VEDS was due largely to its ambitious scale. The VEDS sought to report enrollment data at the program level, enrollments of specific population subgroups such as disadvantaged and handicapped students, and data on the spending of federal vocational education monies. To collect these census data, classroom teachers, counselors, and school administrators were all asked to fill out numerous forms, which were then collated and aggregated at the state level. State level data was then reported to the federal government. However, VEDS did not produce accurate data, and the combined expenditures of local, state, and federal agencies on these data were enormous.

The VEDS suffered from three basic problems. First, the data collected were not comparable from state to state, and produced misleading national totals when aggregated. Second, the data varied over time in ways that were difficult to explain, so they could not be used to describe trends over time. Third, the VEDS data from some states did not correspond to data collected from other sources in those same states.[10] Because of these problems, VEDS would not have been appropriate source of data for this time-series analysis.[11]

Other Prior Sources of Enrollment Data

The data sets described above are the best contemporary sources of enrollment data available, but concern about the quality and availability of vocational enrollment data did not emerge with the VEDS. Congress and others interested in vocational education policy have long sought reliable information on which to base and evaluate these policies. However, the transcript data presented in this report are probably the most consistent and accurate sources of national enrollment information yet developed. Three early data sources that collected vocational enrollment data prior to VEDS were assessed in a report by the Project on National Vocational Education Resources (PONVER), and were found wanting.[12] The three data sets being evaluated were 1) information collected by the Bureau of Vocational and Adult Education (BOAE), 2) information produced by Project Baseline, and 3) information collected by System 437 under the administration of the Office of Planning, Budgeting, and Evaluation in the U.S. Office of Education.

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[10] E. Gareth Hoachlander, Susan P. Choy, and Annette P. Lareau, *From Prescriptive to Permissive Planning: New Directions for Vocational Education Policy*, (Berkeley, California: MPR Associates, Inc., 1985), 30.

[11] Problems of accuracy are not avoided by relying on sampled transcript data. However, the smaller size of the data collection effort makes the kind of quality control problems cited here easier to handle. The same problems associated with a course labeled Auto Shop 1 in different school districts exist, but since the number of schools sampled is relatively small, the agency or firm collecting the data can use the school catalogues to control for very different course content. Thus sampling can actually provide more reliable detail even though there may be less real variation in the sample than in the population as a whole. Furthermore, with large, well-designed sampling frames, the statistics produced by the sampled data are very accurate.

[12] Charles S. Benson, E. Gareth Hoachlander, and Bronie Lena Johnson, *An Assessment of the Reliability and Consistency in Reporting of Vocational Education Data Available from National Information Systems*, (Project on National Vocational Education Resources, Berkeley, California, 1980).

The findings of that study are a dramatic counterpoint to the results of this time series study. The PONVER report concluded that there was no agreement among the three data sets about the number of students enrolled (variation as great as ±50% was common for individual states), none of the data sets were internally consistent over time, and none had collected data in a way that enabled observers to evaluate how successful Congressional policy objectives had been. In contrast, we used four different data sets collected at different times and by different organizations, yet our results show a remarkable consistency over the years. This consistency is largely attributable to two things: the first is the relatively disaggregated level at which the data were reported (individual courses for individual students), and the second is the consistent framework for organizing this information, the Secondary School Taxonomy. These technical advances mean that results of this report can be used for evaluating changes in patterns of enrollment. Thus these data provide for the first time a reliable source of consistent enrollment information that can be used for evaluating the success of federal policy objectives in vocational education.

APPENDIX III
TECHNICAL APPENDIX TO THE TIME SERIES DATA HANDBOOK

This technical appendix describes the procedures used to specify the sample of students described in the tables, the procedures developed to make the samples consistent, and the weights that were used to ensure that the data were nationally representative. In addition, this appendix briefly discusses the Secondary School Taxonomy (SST) used for categorizing the transcript information, and identifies inconsistencies between the different data sets with respect to the categorization scheme.

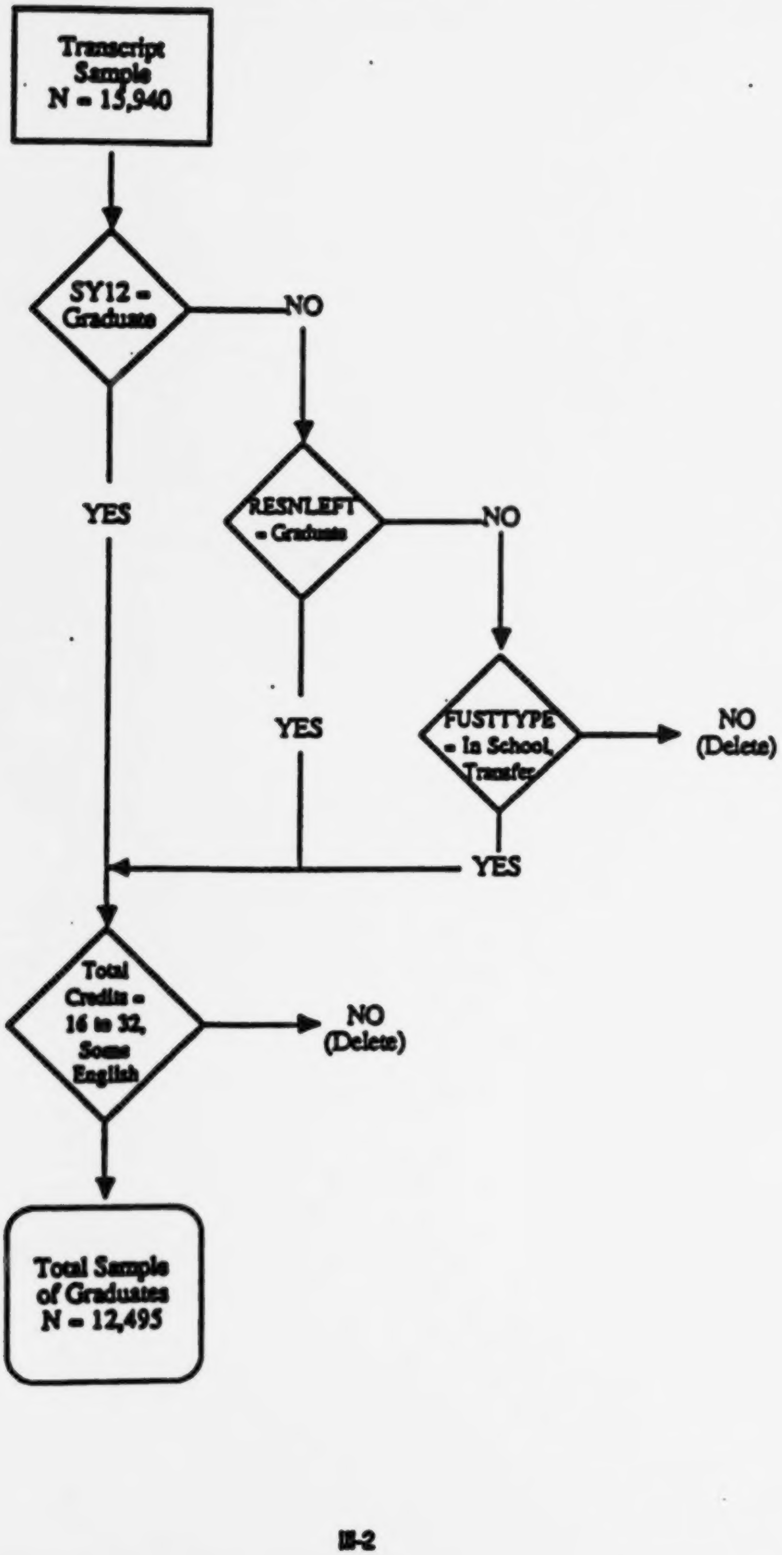
Sample Selection Rules and Reweighting Procedures

This section describes the sample selection rules and, where appropriate, the reweighting procedures used to ensure that the data are representative of high school graduates. Each data set is described separately. However, three general rules were applied to each sample of students: 1) only high school graduates were included in the analysis sample; 2) all graduates had to have completed between 16 and 32 Carnegie Units (credits) in high school; and 3) all graduates had to have completed at least some English over their four years in high school.

High School and Beyond

The sample used in the High School and Beyond tables was drawn from the HS&B Sophomore transcript file. This file contains 15,940 cases, of which 12,495 are graduates. In order to identify high school graduates in the transcript file, we developed a "student type" variable. This variable is a composite of graduation status variables obtained from the first follow-up survey (FUSTTYPE), the transcript survey (RESNLEFT), and the second follow-up survey (SY12). Students were classified as graduates sequentially based on their classifications by these three variables. In cases where the three variables agreed with respect to the student's graduation status, the student was classified accordingly. Where there was disagreement among these variables, preference was given to second follow-up data (SY12) because of its later date of collection and greater specificity. If this variable was missing, preference was then given to transcript survey data (RESNLEFT); only when the student's graduation status was ambiguous or missing from both of these surveys was the first follow-up variable (FUSTTYPE) used to classify the case. Figure III.1 illustrates the decision rules used to identify high school graduates. The final Student Type (STDTYPE) variable contained eight categories: 1) early graduate, 2) regular graduate, 3) late graduate, 4) still working, 5) drop out, 6) GED/night school, 7) unknown—in school as of the first follow-up, and 8) unknown—transfer at the time of the first follow-up. Only students classified

Figure III.1
Sample Selection Rules for the High School and Beyond Transcript Sample


Transcript Sample N = 15,940
SY12 = Graduate
NO
YES
RESNLEFT = Graduate
NO
YES
FUSTTYPE = In School, Transfer
NO (Delete)
YES
Total Credits = 16 to 32, Some English
NO (Delete)
Total Sample of Graduates N = 12,495

in STDTYPE categories 1, 2, 3, 7, and 8 were considered eligible for inclusion in the sample of graduates.

Two supplemental criteria were used to specify the sample for the High School and Beyond tables. First, in order to protect the integrity of the estimates of high school course-taking patterns, we limited our sample to those cases who had completed between 16 and 32 credits in high school. Second, students must have earned more than zero credits in English to be included in the sample. The credit requirement eliminated 942 cases from the sample, and the English limitation resulted in another 19 cases being excluded from the sample. Table III.1 shows the distribution of cases by the Student Type variable and supplemental criteria.

TABLE III.1
DISTRIBUTION OF CASES BY STUDENT TYPE

	Student Type Categories								
	Early Grad	Reg. Grad	Late Grad	Still Working	Drop Out	GED/ Night	Unknown In School	Unknown Transfer	TOTAL
In Range	414	11651	412	*	*	*	0	18	12495
Out of Range/ No English	86	540	297	*	*	*	0	38	961
Not Graduates	*	*	*	248	1752	484	*	*	2484
TOTAL	500	12191	709	248	1752	484	0	56	15940

* Not applicable.

The sample was weighted using the transcript weight (TRWT), a variable included in the transcript file. This weight corrects for both differential selection probabilities in the transcript sample resulting from over-sampling of certain populations, and also for non-response to the transcript survey.

National Longitudinal Survey—Youth Cohort

NLS Youth presented somewhat different problems than HS&B because of the way in which the transcript sample was constructed. The transcript sample in NLS Youth contains 9,010 cases and was based on the 1979 base year survey sample of 14 to 24 year olds, which contains a total of 12,686 cases. Unlike the transcript portion of HS&B, however, the NLS Youth transcript sample was not representative of the population of 14 to 24 year olds since transcripts were only collected from respondents who agreed to supply them; no effort was made to correct for non-response bias in the transcript study. In addition, students in the NLS Youth sample had dates of graduation ranging from 1971 to 1984, although the number of cases graduating in years prior to 1975 and after 1982 was very small. For purposes of the time series analysis, we restricted our inquiry to the years 1975 through 1982.

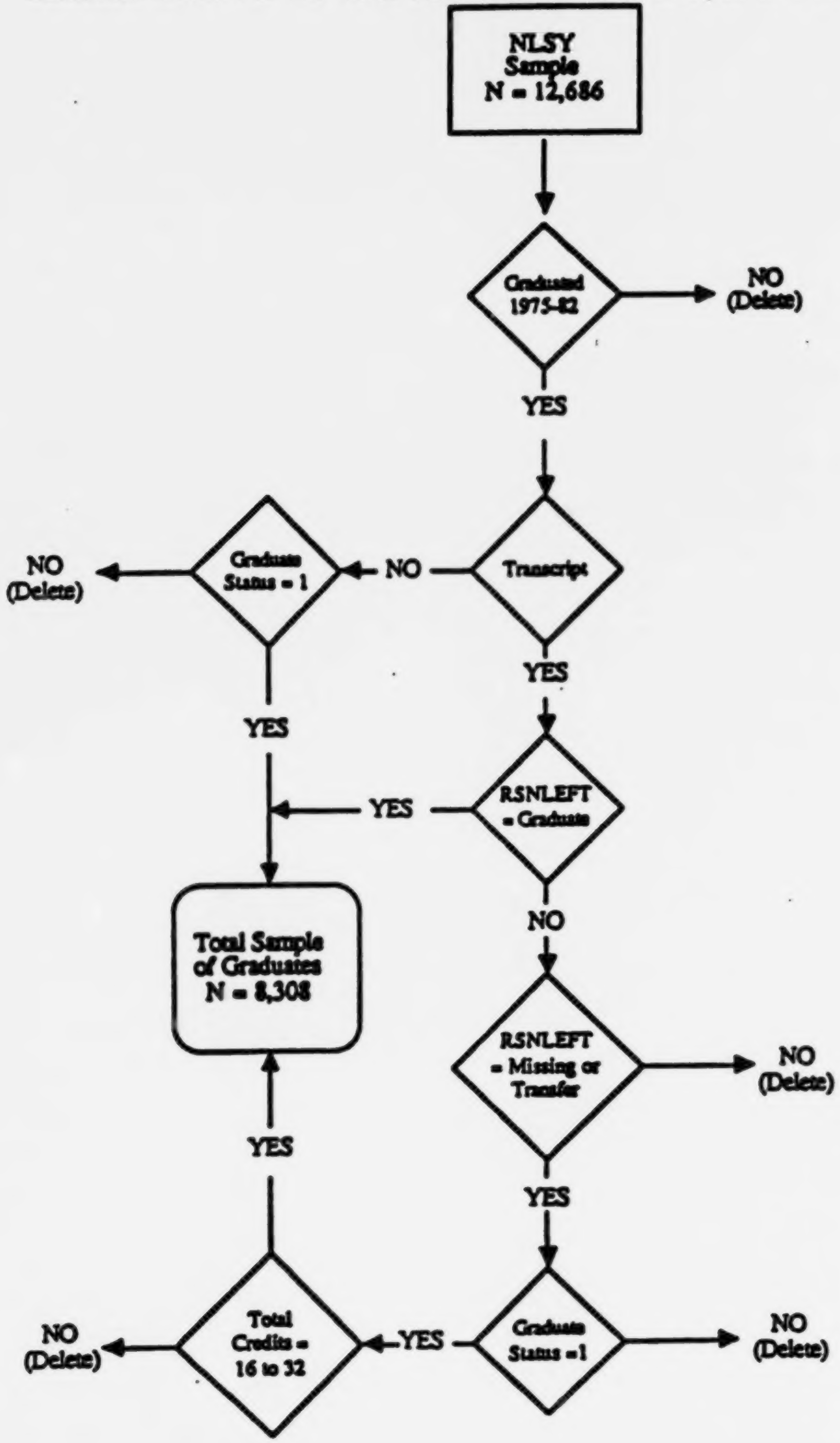
To reduce the potential bias introduced into the transcript sample due to non-response, we developed the following procedure to reweight the sample of graduates. The first step in reweighting the sample was to identify the total population of graduates in the NLS Youth cohort. Transcripts were not supplied uniformly by the members of the different weighting strata, so we could not assume that the distribution of graduates in the transcript sample was the same as in the total cohort. In fact, non-graduates were less likely to have supplied transcripts. Since certain strata were more likely to be non-graduates, reweighting the transcript sample to reflect the population of the total cohort would have resulted in over-estimating the number of graduates from those strata that had disproportionately lower graduation rates and lower rates of participation in the transcript study. By limiting our reweighting scheme to high school graduates, we were able to control for differential rates of graduation by strata and for differential rates of participation in the transcript survey.

In addition to non-graduates being less likely to supply transcripts, students who graduated in the years 1975 to 1978 or in 1982 were less likely to have supplied transcripts than students who graduated in the years 1979 to 1981. Therefore our reweighting scheme was specified separately for each graduating class. This controlled for the differential rates of participation in the transcript sample by year of graduation, so graduates with transcripts were only reweighted to reflect their own graduating class.

In order to derive a weighted estimate of the total number of graduates in the NLS-Youth cohort, two sets of variables—one drawn from self-report data and the other from the transcript data—were used to identify high school graduates. The transcript sample contained two variables that could be used to specify students' graduation status: "Reason Left School" and "Last Year Attended This School." The NLS Youth questionnaires also contained variables indicating whether students were graduates and their year of graduation. Each set of variables thus allowed independent identification of high school graduates. The fit between these two sets of variables was very good, but there were some discrepancies. The algorithm for identifying the total number of graduates in the NLSY cohort took these discrepancies into consideration.

The algorithm defined the total sample of graduates in the NLS Youth cohort as the sum of 1) all graduates identified by the annual questionnaire items who did not have transcripts, 2) all students who were identified as graduates in the transcript sample, and 3) all students who were classified as missing or as transfers in the transcript sample, who were identified as graduates in the questionnaire items, and

Figure III.2
Selection Rules For the Total NLS Youth Cohort Sample of Graduates


NLSY Sample N = 12,686
Graduated 1975-82
NO (Delete)
YES
Transcript
NO
Graduate Status = 1
NO (Delete)
YES
YES
RSNLEFT = Graduate
YES
NO
Total Sample of Graduates N = 8,308
RSNLEFT = Missing or Transfer
NO (Delete)
YES
YES
Graduate Status =1
NO (Delete)
YES
Total Credits = 16 to 32
NO (Delete)

who had completed between 16 and 32 credits.[1] These rules resulted in a total sample of 8,308 graduates. The weights for these students were then summed within strata for each year of graduation using the 1979 questionnaire weight to arrive at an estimate of the total number of graduates in the 14 to 24 year old cohort. Figure III.2 shows the selection rules for this cohort sample of graduates graphically.

The sample of graduates for the time series study was a subset of students for whom transcripts were available. Students were included in the transcript sample if 1) they were classified by the Reason Left variable as being high school graduates, or 2) they were classified by the Reason Left variable as transfers or their graduation status was missing, and they were identified as graduates in the questionnaire items. In all cases students had to have completed between 16 and 32 credits, and must have completed more than zero English credits. Figure III.3 shows this selection process. The total sample of students meeting these criteria contained 5,676 cases. We then summed the weights of these students within strata for each year of graduation, and then inflated these weights to approximate the sum of weights for the sample of graduates in the total NLS Youth sample.

TABLE III.2
DISTRIBUTION OF CASES BY REASON LEFT, 1975 TO 1982

	Reason Left Categories							
	Unknown	Grads	Transfers	Expelled	Dropout	Other	GED	TOTAL
In Range	196	5438	42	*	*	*	*	5676
Out of Range/ No English	29	774	114	*	*	*	*	917
Not Graduates	*	*	*	9	1012	193	444	1658
TOTAL	225	6212	156	9	1012	193	444	8251

* Not Applicable.

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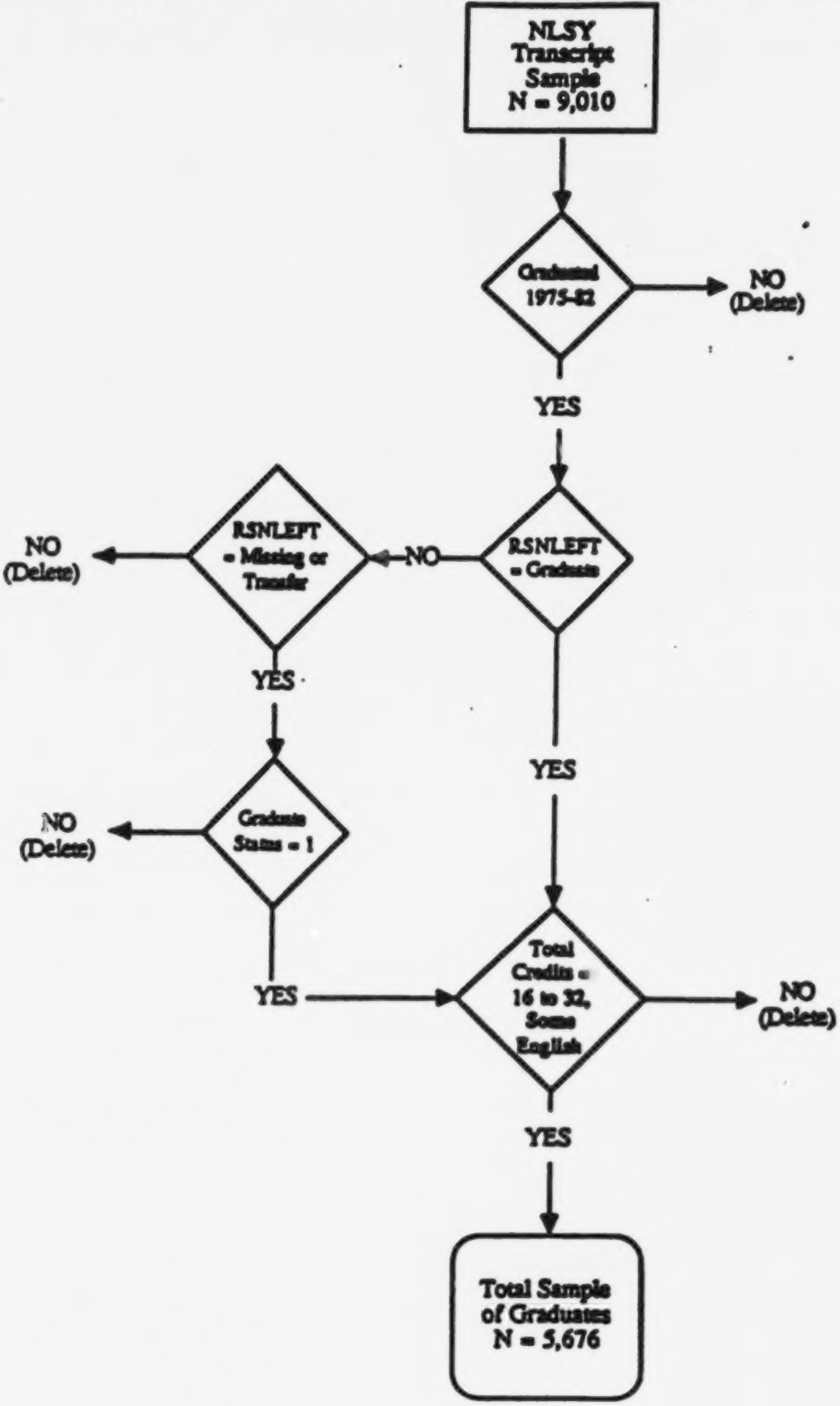
[1] These are relatively conservative decision rules. If a student was identified as a graduate in the self-report items and we had no transcript information about that student, we accepted the self-report. However, where the transcript disagreed with the self-report items, we relied on the transcripts. Only where the transcript description was imprecise (missing or transfer) did we supplement transcript information with the self-report information and the credit rules.

Figure III.3
Sample Selection Rules For the NLS Youth Transcript Sample of Graduates


NLSY Transcript Sample N = 9,010
Graduated 1975-82
NO (Delete)
YES
RSNLEFT = Graduate
NO
RSNLEFT = Missing or Transfer
NO (Delete)
YES
Graduate Status = 1
NO (Delete)
YES
YES
YES
Total Credits = 16 to 32, Some English
NO (Delete)
YES
Total Sample of Graduates N = 5,676

ETS Study of Academic Prediction and Growth

The ETS transcript study contained only graduates, so identification of the sample of high school graduates was not a problem. However, unlike HS&B and NLS Youth, the ETS study was not a stratified sample designed to be representative of the population. Rather, the sample included data on students from 24 schools in 17 communities, which were selected to vary by geographic location, school system size, and the proportion of students continuing on to higher education. Also unlike HS&B and NLS Youth, only public school students are represented.

Despite weaknesses in the sample design, subsequent work with the ETS data has shown it to be approximately representative of the population of high school graduates in 1969.[2] However, none of the largest metropolitan areas of the country are represented. In addition, because of problems with incomplete transcripts, the South is underrepresented in the transcript sample.

The total sample of students with transcripts contains 6,117 cases. We limited the sample for the time series analysis to those students who had completed between 16 and 32 credits and at least one course in English in high school, a total of 5,637 cases.

The ETS sample contained no weights that could be used for approximating the total population of graduates in 1969. However, we reweighted the sample by strata constructed of race/ethnicity and sex to correct for the attrition caused by limiting the sample to those with 16 to 32 total credits and some amount of English. Although the final sample is not more representative than original transcript sample, the biases are known and can therefore be taken into consideration in interpretation of the data. Furthermore, by correcting for incomplete transcripts, we hope to correct for some of the regional bias in the data. We are reasonably confident that the total credits and credit breakdowns by curricular areas are good approximations of the actual course-taking patterns for all students and for students by sex.

In order to generate estimates of the total population of public high school graduates in 1969, we relied on data published by the Center for Education Statistics.[3] We then used the estimates of the proportions of students with various patterns of curricular participation to estimate the number of students enrolled and the total number of course credits completed.

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[2] See Thomas L. Hilton, "ETS Study of Academic Growth and Prediction," *New Directions for Testing and Measurement*, Vol. 2 (1979), 29.

[3] Martin M. Frankel, and Debra E. Gerald, *Projections of Education Statistics to 1988-1989*, National Center for Education Statistics, U.S. Department of Education (1980), 81.

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) high school transcript data file contains 34,140 cases, of which 26,473 are high school graduates. The sampling frame for this data set was all high school students who were juniors in 1986; hence, the sample includes those students who graduated as part of the high school class of 1987.

Like the HS&B sample, NAEP is a highly stratified, clustered sample that can be used to derive national estimates of the course taking patterns of high school students. However, unlike HS&B, NLSY, and ETS, the NAEP sample explicitly included students with physical, emotional, and/or mental disabilities. These students were not necessarily excluded from the from the other samples, but no special effort was made to ensure that they were included. In addition, special education courses were explicitly designated as such in the NAEP transcript file; to make the NAEP course taxonomy consistent with those of the other data sets, special education courses were integrated into the taxonomy of courses as if they were non-special education courses.[4] These were important differences in the samples, and thus entailed special procedures to make the NAEP sample consistent with the samples in other three data sets.

The first step in specifying the NAEP transcript analysis sample was to restrict it to high school graduates only. The variable "Student Exit Status" (EXSTAT) was used to distinguish between graduates and non-graduates. Students classified as regular (code 1) or honors (code 2) graduates, and students whose exit status was classified as "Other" (code 7) were eligible for inclusion in the sample of graduates. The sample was then limited to those graduates who had completed between 16 and 32 credits and who showed positive English credits, as we had done with the other data sets. Students from the "Other" category were included so that transfers and other graduates (such as late graduates) not explicitly identified as such would not be excluded from the sample. Students who were explicitly described as recipients of special education diplomas were excluded from the sample because they had no counterparts in the other data sets. Table III.3 shows the distribution of cases in the transcript sample by their exit status, and Figure III.4 graphically illustrates the decision rules used to limit the transcript sample to high school graduates.

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[4] This strategy is consistent with the procedures used by NORC in coding the HS&B course data, and should therefore produce estimates that are consistent with HS&B. This procedure also explains the small number of credits completed in the special education curriculum.

Figure III.4
Sample Selection Rules for the NAEP Graduate Sample

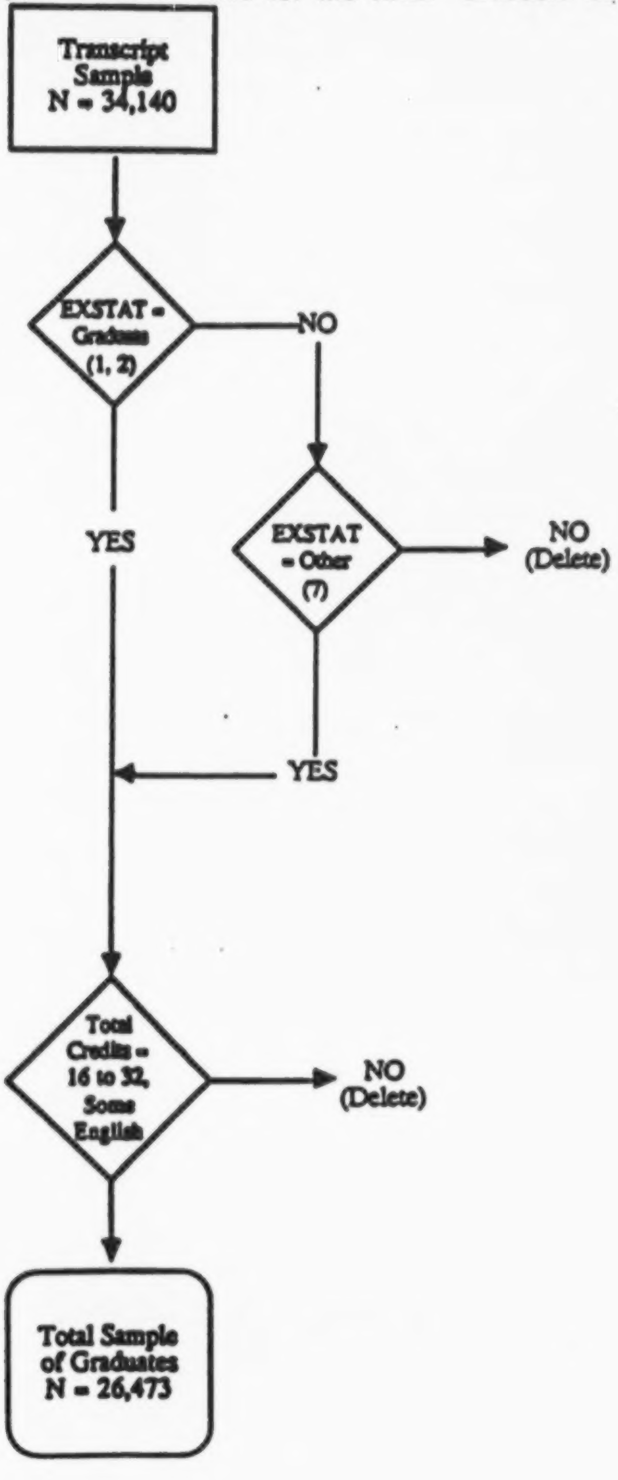
Transcript Sample N = 34,140
EXSTAT = Graduate (1, 2)
NO
YES
EXSTAT = Other (7)
NO (Delete)
YES
Total Credits = 16 to 32, Some English
NO (Delete)
Total Sample of Graduates N = 26,473

TABLE III.3
DISTRIBUTION OF CASES BY STUDENT EXIT STATUS

	Student Exit Status Categories							
	Standard Diploma	Honors Diploma	Special Ed. Dipl.	Certificate	Still In	Dropout	Other	TOTAL
In Range	24,452	941	*	*	*	*	1,330	26,723
Out of Range/ No English	637	4	328	*	*	*	*	969
Not Graduates	*	*	*	182	2,502	2,109	1,655	6,448
TOTAL	25,089	945	328	182	2,502	2,109	2,985	34,140

The sample was weighted using the "Final Usable Transcript-Linked Student Weight" (FINSTUWT). This weight corrects for unequal probabilities of selection at the school and individual level, sample non-response, trimming factors, and post-stratification adjustments.

Constructed Classification Variables

Two row classification variables were constructed from transcript data for use in these tables: high school grade point average (HS GPA) and Grade Level (the year in which the credits were earned). Each course in the transcript files was stored with several pieces of information, including the course grade and the year in which the course was taken. Course grades were standardized on a four-point scale in which a 4.0 = A, 3.0 = B, 2.0 = C, 1.0 = D, and 0 is a failing grade. To construct HS GPA, we calculated each student's grade point average, and students were then categorized based on the following algorithm:

Mostly A = $3.3 \le \text{GPA}$
Mostly B = $2.6 \le \text{GPA} \le 3.29$
Mostly C = $1.6 \le \text{GPA} \le 2.59$
Below C = $\text{GPA} \le 1.59$

The grade level variable was constructed from the taxonomy file, which was created to reflect courses taken in each year. Stored as part of the information available for each course was the grade in which the student took the course. This information was used to construct what were essentially separate taxonomies for each grade; these taxonomies could then be aggregated to reflect participation in the high school curriculum over all four years. The grade level variable, then, is really the total taxonomy for each year in which students were enrolled. However, to ensure that enrollment estimates were consistent from year to year, average credits were calculated by dividing total credits by the whole population of students represented in the sample, whether or not they had participated in each of the four years of high school.

Accuracy of Estimates

The statistics in this report are estimates derived from samples. Two broad categories of error occur in such estimates: sampling and nonsampling errors. Sampling errors happen because observations are made only on samples of students, not on entire populations. Nonsampling errors happen not only in surveys of sample groups but also in complete censuses of entire populations.

Nonsampling errors can be attributed to a number of sources: inability to obtain complete information about all students in all schools in the sample (some students or schools refused to participate, or students participated but answered only certain items); ambiguous definitions; differences in interpreting questions; inability or unwillingness to give correct information; mistakes in recording or coding data; and other errors of collecting, processing, sampling, and estimating missing data.

The accuracy of these estimates is determined by the effect of sampling and nonsampling errors. In surveys with sample sizes as large as those used here, sampling errors generally are not the primary concern, except where separate estimates are made for relatively small subpopulations such as Asian-Americans or Native Americans. Small sample sizes were not usually a problem in these tables, although some of the variables with numerous categories—such as race by sex, and the other multiple classification variables—could not be estimated in the year by year tables for NLSY.

The nonsampling errors are difficult to estimate. The major sources of nonsampling error considered were nonresponse bias and the reliability and validity of the data. The instrument response rates varied substantially by data set. In general, better data were available for factual items such as sex and race, while questions requiring the student to describe things like parents' income were less accurate. The weights used to calculate the estimates reported here were constructed to compensate for instrument nonresponse. None of the weighting schemes corrected for item non-response. Missing values for individual items were ignored, unless the problem was severe. Because of occasional missing items for a limited number of individuals, the unweighted n will not always sum to the total number of cases in the sample for some variables. In cases of severe item non-response, the item was not used.

Standard errors and unweighted Ns are not reported in this data handbook, although they were calculated as part of the tabulated data that went into these formatted tables. Standard errors could not be calculated using simple statistical procedures because of the complex designs of the data samples: standard routines would tend to underestimate the magnitude of the standard errors. A SAS routine called CDCTAB, developed by C. Dennis Carroll at the National Center for Education Statistics, which uses Taylor series approximation techniques, was used to estimate correct standard errors for these statistics.

APPENDIX IV
SECONDARY SCHOOL TAXONOMY

The courses from each transcript data set were organized into the framework of the Secondary School Taxonomy (SST). This taxonomy was developed for organizing transcript data into four different curricula: academic, vocational, personal/other, and special education. To the extent possible, the level or difficulty of the course was specified in the taxonomic categories within each curriculum. For example, within the academic curriculum courses are categorized as basic, regular, advanced placement, or as specialized topics. This last category includes primarily more advanced courses within a designated subject area, but it also includes courses that could not be accurately identified as fitting into one of the other categories. In the vocational curriculum courses are designated as the first course in a sequence, second or higher course in a sequence, or as specialized topics. Any courses that could clearly be differentiated by their placement in a sequence were included in the specific sequence categories; again, the specialized topics category includes primarily courses that are advanced, but this category also includes courses whose levels could not be determined.

The SST was first developed using the High School and Beyond data set.[1] The HS&B course names and codes were highly differentiated, which enabled quite precise placement of courses in the taxonomy. However, this extensive differentiation was not consistent across all of the data sets. Several NLS-Youth course titles were often aggregated as a single course code; in several cases these course titles were distinguished separately in HS&B and were placed in different parts of the taxonomy. As a result, there were a number of inconsistencies in the time-series data that are not indicative of different patterns of course-taking, but are a function of inconsistencies in the way courses were coded in the original transcript data sets.

Table IV.1 shows that there were differences in the number of vocational course credits completed in 1982 when the estimates are made using HS&B or NLS-Youth. The NLS-Youth estimate shows that students took an average of 4.9 vocational credits, while HS&B shows that students completed an average of 4.4 vocational credits. At least half of this discrepancy is a function of the way in which courses were aggregated in the different data sets. Several courses that were differentiable in HS&B and placed in different curricula were originally coded as a single course number in NLS-Youth.

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[1] The original SST was developed for the National Assessment by Cynthia L. Brown, E. Gareth Hoachlander, and Robert H. Meyer, with the assistance of National Assessment Staff, staff of the NAVE Support Center (VESAC), and an external review panel. Subsequent versions of the SST for the other data sets were developed by Antoinette Gifford, John Tuma, and Robert H. Meyer. These taxonomies will be published separately as a report of the National Assessment.

That course fit best in the General Labor Market Preparation category.[2] However, this meant that credits earned in the personal/other curriculum in HS&B were shown as being earned in the vocational curriculum in NLS-Youth. The average number of credits earned in the personal/other curriculum was estimated to be 2.8 in HS&B and 2.6 in NLS-Youth. Since courses that were classified one way in HS&B had to be classified in another way in NLS-Youth because of the way they had been aggregated in the original data, credit discrepancies were largely a function of the way courses were classified.[3] This conclusion is supported by the fact that the total number of credits earned on average in both data sets for 1982 is the same, 21.6.

Table IV.1
Average Credits Completed in 1982 as Tabulated
in HS&B and NLSY by Curriculum

	Total	Academic	Vocational	Personal/ Other
NLSY	21.6	14.1	4.9	2.6
HS&B	21.6	14.5	4.4	2.8

* The separate curricula may not sum to the total due to rounding.

One other course coding discrepancy was identified in courses within the science area of the academic curriculum. In HS&B, "Introduction to Physical Science" was classified as a Basic science course; in NLS-Youth, this course was aggregated with "Physics 1." Since Physics 1 was the primary course descriptor, it was classified as a physics course in NLS-Youth, even though the introductory course was included in this single course code. The result is that the estimate of credits completed in physics in NLS-Youth is considerably higher than the estimate in HS&B, 0.41 compared to 0.17. However, the total number of credits earned in science on average in 1982 was 2.3 in NLS-Youth and 2.2 in HS&B, suggesting that the mis- classification of courses within the science curriculum accounts for the discrepancy in the physics area.

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[2] In HS&B, the following courses were included in the personal/other curriculum: CPR and First Aid, Citizenship/Civics, School Service, Assembly/Student Government, Tutoring, and Community Involvement. In NLS-Youth, the equivalents of these courses—Volunteer Work, Community Service, Teaching Assistant, and American Red Cross—were classified as one course number with Work Experience and On-the-Job Training, courses that are clearly related to work experience. Therefore the whole course number was classified as Work Experience/Career Exploration, even though some of the courses aggregated as part of this number were classified elsewhere in HS&B.

[3] We tried to use estimates of the course-taking activity in HS&B for the specific courses that we could identify as being mis-classified in NLS-Youth, and to then use these estimates to develop factors that could be used to adjust the number of credits earned in the different curricula. This effort proved to be exceptionally difficult, since a different factor was needed to adjust the estimates for each year in NLS-Youth, and ideally, a separate factor would be needed for each classification variable. The effort was abandoned when we realized that all of these factors would have to be extrapolated from one data year (1982), and that this extrapolation required assumptions about the distribution of cases within the sample that could not be sustained.

Such discrepancies were not a problem with the ETS, HS&B, and NAEP data sets. Like HS&B, the ETS transcript file did not aggregate courses within a single course number. The ETS file did not contain as many course titles as HS&B, but this could be a function of increasing differentiation within the high school curriculum over time. Furthermore, the two data sets are separated by so many years that it is difficult to draw any conclusions about discrepancies in the estimates of average course credits completed by students. The NAEP taxonomy of courses was developed from the same Classification of Secondary School Courses (CSSC) as the HS&B taxonomy. The NAEP taxonomy, however, contained even greater differentiation of courses than the HS&B taxonomy, particularly in the vocational subjects. In order to take advantage of this detail, we reclassified courses within subject areas to more accurately reflect differentiation between first and second or later courses in a sequence. In general, this meant reclassifying a course that was originally classified in the Specialty category of the vocational curriculum as courses in the First Course, and Second Course or Later categories. These differences therefore would not alter the relationship between curricula or between subject areas; they might, however, change the distribution of credits within a subject area.